

BA in International Relations
and European Studies

STUDENT HANDBOOK

2018-2019



UCZELNIA
ŁAZARSKIEGO

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This Handbook applies to students of 1st and 2nd years of BA in IRES **only** (intakes 2017 and 2018). It may be updated. Its latest version is available on: <http://euczelnia.lazarski.pl>.

THE PROGRAMME

Basic Information

Bachelor of Arts in International Relations and European Studies (BA in IRES) is a three-year, six-semester programme offered by the Łazarski University in Warsaw, Poland. The degree scheme is offered on a modular basis. The language of instruction, assessments, grading and quality assurance is English. Graduates of the BA in IRES programme are awarded a Single Honour Degree, BA in International Relations and European Studies (having gained 180 ECTS / 360 CATS credit points and passed all modules). Honours degree will be awarded with first, upper-second, lower-second or third class honours.

The students of the BA in IRES Programme at Łazarski University receive double BA degree, British (issued by Coventry University) and Polish (issued by Łazarski University). The programme itself is identical for both degrees, with the same number of credits and one BA thesis. There are, however, some differences relating the final average grade, the thesis and the final mark (see below).

Rationale

International Relations is one of the world's most popular and fastest growing areas of multidisciplinary social science studies on all levels, and is an ideal field of study for people who are curious about the world, and who wish to exert an influence on the social and political realities of global affairs. We offer International Relations in one of the best possible observation points, in Warsaw, between Berlin and Moscow, Brussels and Kiev, Stockholm and Budapest. Warsaw is the place, where the West encounters East-Central Europe, and where different traditions and interests meet. Poland is by far the largest new member of the European Union (EU) and the North Atlantic Alliance (NATO) after formerly being one of the enslaved nations within the former Soviet bloc. Poland's political and economic transition from communism to a political order based on civic liberty became an internationally recognised success worth studying.

The BA programme in International Relations and European studies (BA in IRES) responds to great challenges and opportunities of the internationalisation and globalisation of the contemporary world. Its main focus is Europe, its history and tradition, and its relatively recent efforts of integration with a mixed record of successes and failures.

The programme meets the needs and expectations of international students from Europe and from other regions and civilisations of the world. The students are provided with the insight into global and European politics through courses taught by professors with degrees from Polish and Western universities, as well as by former diplomats and policy makers. To gain professional experience, the BA in IRES students have internships in IR-related organizations of your choice, including government agencies, embassies and consulates, offices of intergovernmental organizations, international NGOs, business corporations, and the media.

To gain practical professional experience, the BA in IRES students will take internships in IR-related organizations of their choosing. The choice includes, among others, government agencies, embassies and consulates, offices of intergovernmental organizations, international NGOs, business corporations, and the media.

The BA in IRES Programme is run in accordance with the Łazarski University Rules and Regulations governing English Language Programmes.

The BA in IRES programme satisfies the International Relations component of the Politics and International Relations benchmark statements that can be found at:
<http://www.qaa.ac.uk/en/Publications/Documents/SBS-politics-15.pdf>

Aims and Objectives

To gain the qualification the student will have demonstrated i) subject knowledge and understanding ii) cognitive skills iii) subject-specific practical and professional skills and iv) other general skills and capabilities specified in the learning outcomes for modules within the programme.

Upon successful completion of the BA in IRES program, students will acquire the following qualities and capabilities:

- Knowledge and understanding of political, economic, cultural, military, religious, legal aspects of contemporary global and regional international relations, especially in Europe;
- Awareness of the historic roots and present cultural and political European identity, within and without the European Union;
- Awareness of similarities and differences between Europe and other major regions and civilizations of the world, as well as cooperation and conflict between them;
- Understanding of diplomacy, its methods and institutions
- Critical thinking and critical evaluation of concepts and arguments;
- Knowledge and ability to use appropriate theories, concepts and principles from a range of International Relations and European Studies-related fields;
- Locating, extracting, evaluating, analyzing and combining different types of information sources;
- Creative thinking.

Specifically, the graduate will demonstrate the following qualities, skills, capabilities and values:

i) Intellectual

1. Background general education in history, economics, international politics;
2. Identification and evaluation of problems combined with proper tool application;
3. Analytical skills: ability to use analysis and synthesis, to draw conclusions, to formulate and test hypotheses and build theories;
4. Ability to make forecasts considering different time periods;
5. Research skills: ability to locate, collect and evaluate relevant evidence;

6. Effective usage of various quantitative and qualitative research techniques for social sciences.

ii) Practical

1. Communication, presentation, interaction skills;
2. Ability to find and use relevant information;
3. Knowledge of the diplomatic protocol;
4. Effective written and oral communication in English;
5. Teambuilding — the ability to work creatively and flexibly with others as part of a team;
6. Mediating skills.

iii) Personal and Social

1. Effective managing of time and resources;
2. Effective usage of IT, particularly the Internet, for professional purposes;
3. Personal and leadership skills;
4. Working in a multicultural environment;
5. Creative and innovating thinking allowing to develop and debate ideas and problems.

Graduates

BA in International Relations and European Studies (BA in IRES) graduates will be specialists well-trained in modern scholarship — including both academic and applied knowledge with practical professional skills — and aware of the civilizational, historical, social, economic and political complexity of Europe and the world. They will:

- be prepared to work as policy makers, planners or analysts, particularly in foreign service—especially in the diplomatic and consular corps—and in international non-governmental organisations (INGOs); as global and EU marketers and consultants in multinational business organisations; or as international journalists in the media, including the new (Internet-based) media;
- learn analytical skills, quantitative and qualitative research techniques and the use of computers and the Internet for professional purposes;
- know how to think critically and optimise decision-making processes;
- be able to understand the interrelated political, military, cultural and economic issues globally, from governmental as well as business and NGO perspectives;
- be open-minded, creative, inventive, flexible and ready to look for opportunities in the changing world.

IMPORTANT ADMINISTRATIVE INFORMATION

Academic Year 2018/19 important dates

Autumn semester dates 08/10/2018 – 18/01/2019

Autumn semester examination session dates: 28/01/2019 – 08/02/2019

Autumn semester re-sit examination session dates: 23/04/2019 – 11/05/2019

Spring semester dates: 22/02/2019 - 31/05/2019

Spring semester examination session dates: 03/06/2019 - 14/06/2019

Spring semester re-sit examination session dates: 17/09/2019 - 28/09/2019

Useful addresses

www.lazarski.pl

www.coventry.ac.uk/

www.lazarski.pl/pl/wydzialy/wydzial-eiz/English-language-studies-registrar/

www.samorzad.lazarski.pl/

<http://wu.lazarski.pl>

<http://www.euczelnia.lazarski.pl/> – This is a link to the virtual repository which module leaders use to share electronic documents. The access codes are provided by the module leaders.

Useful info

Students are asked to contact the **Validated Studies Registrar** personally (**room 362 / 3rd floor / sector F**), by phone (**022 54 35 369**) or e-mail (validated.studies@lazarski.edu.pl) when they, i.e.:

- need an application form to the Programme Director and want to submit it;
- need a statement about their student status;
- change their personal details, address, e-mail address or telephone number;
- face a sudden personal situation that has influenced their current mode of studies;
- have lost their ID card;
- have a disability;
- wish to withdraw;
- have a complaint;
- have any other issues related to the studies.

ADMISSION PROCEDURES

Łazarski University offers the BA in International Relations and European Studies Programme with the thought of attracting international (especially East European) as well as Polish students. The candidates must complete secondary education prior to the admission. Additionally, we expect that they are proficient in English. They need to present either internationally recognized English certificates or pass a language test at Łazarski University. For applicants whose first language is not English, the minimum English Language Requirements is 6.0 IELTS.

The required documents are:

- Original or certified true copy of second level diploma (A-level certificate or an appropriate local equivalent) translated into English by a sworn translator);
- Original or certified true copy of IELTS, Cambridge Advanced Proficiency, or TOEFL scores;
- To be eligible for admittance to study, a candidate shall have attained the age of 17 years or over at the time of entry.

Recognition of prior learning and credit transfer scheme.

LU recognises prior learning of a prospective student and will exempt credit towards satisfying the requirements for a degree programme, where and only where this learning is considered equivalent to the content and learning outcomes prescribed for modules or courses within that programme. In the case of candidates applying for dual-award programmes, the application for recognition of prior learning needs to be approved by the partner university as well (Coventry University). Credit shall not be given for more than two thirds of any course, which means the early stages of a course. For example, in the case of a three-year full-time course the maximum credit will normally be two-thirds (i.e. years one to two).

THE DEGREE

Programme Title: International Relations and European Studies (IRES)

Degree Awarded: BA (Hons)

Credit Points: 360 British Credit Points
180 European Credit Transfer System (ECTS) Credit Points

Duration: 3 years

To be awarded the BA (Hons) in International Relations and European Studies degree, students must complete all three levels of the Programme and earn 360 credit points (180 ECTS credits).

Each year of the BA in IRES Programme carries 120 credit points (60 ECTS credit points) and each semester carries 60 credit points (30 ECTS credit points) divided into required (core) and elective modules (courses).

Part I of the Programme (1st and 2nd semester) carries 120 credits, on the basis of twelve core modules, 10 credits each. Additionally, the students take a two semester Athletics required by Polish law.

Part II of the Programme (3rd and 4th semester) carries 120 credits, on the basis of seven core modules and five electives, 10 credits each.

Part III of the Programme (5th and 6th semester) carries 120 credits, on the basis of eight core modules and three electives, each worth 10 credits.. One of the core modules—BA Thesis seminar—is worth 20 credits.

Course	Lecturer	Workshop lecturer	Lecture	Seminar	Workshop	hours total	credits / ECTS credits
1st Year							
semester 1							
Introduction to International Relations	Spasimir Domaradzki/ Christopher Lash	Ostap Kushnir/ Christopher Lash	60	0	30	90	20/10
Western Civilisation I	Krzysztof Łazarski	Jerzy Zarzycki-Siek	45	0	15	60	15/7
Statistics, Demographics and IT Methods	Katarzyna Gmaj	Katarzyna Gmaj/ Bauyrzhan Zhanuzakov/	45	15	30	90	20/10

		Yevhen Khimichuk					
BA in IRES Academic Writing I	Joanna Zientek	Grzegorz Butrym/ Adam Figurski	0	45	45	90	5/3
1st semester together			150	60	120	330	60/30
semester 2							
Europe in the World	Ostap Kushnir/ Marcin Zaborowski	Ostap Kushnir/ Joshua P. Walcott	60	0	30	90	20/10
Western Civilisation II	Krzysztof Łazarski	Jerzy Zarzycki-Siek	0	45	15	60	15/7
Principles of Economics	Tomasz Napiórkowski/ Joanna Działo	Zhanuzakov Bauyrzhan	60	0	30	90	20/10
BA in IRES Academic Writing II	Joanna Zientek	Jacek Gałązka/ Adam Figurski	0	45	45	90	5/3
Athletics	staff		0	0	30	30	0
2nd semester together			120	90	150	360	60/30
1st Year together			270	150	270	690	120/60
2nd Year							
semester 3							
Introduction to Political Philosophy	Krzysztof Łazarski	Marcin Zaborowski/ Jan Grzymiski		45	45	90	20/10
European Integration	Spasimir Domaradzki	Jan Grzymiski/ Ostap Kushnir	30	45	15	90	20/10
International Political Economics	Tomasz Napiórkowski/ Ivan Farias Pelcastre		0	60	0	60	15/7
French or German Language I	Edyta Wietecha/ Barbara Polkowska		0	0	60	60	5/3
3rd semester together			30	135	135	300	60/30
semester 4							
Five electives assigned for the 2nd Year	IRES staff		0	150	50	200	50/25
French or German Language II	Edyta Wietecha/ Barbara Polkowska		0	0	60	60	10/5
4th semester together			0	150	110	260	60/30
2nd Year together			30	285	245	560	120/60

3rd Year							
semester 5							
Foreign Policy	Spasimir Domaradzki	Jan Grzymski/ Bauyrzhan Zhanuzakov	30	30	30	90	20/10
Principles of National and International Law	Jerzy Zarzycki-Siek	Jerzy Zarzycki-Siek	0	60	30	90	20/10
Intercultural Communication	Iryna Polets	Elena Diaconu	0	30	15	45	10/5
BA IRES Thesis Methodology	Christopher Lash	Christopher Lash	0	30	15	45	10/5
5th Semester together			30	150	90	270	60/30
semester 6							
International Organisations	Iryna Polets	Elena Diaconu	0	30	15	45	10/5
Three electives assigned for 3rd year	IRES staff		0	90	30	120	30/15
BA IRES Thesis Research and Writing Seminar	IRES staff	K. Lazarski/ Joanna Zientek	30	0	55	85	20/10
6th Semester together			30	120	100	250	60/30
3rdYear together			60	270	190	520	120/60
Total for the 1st-3rd Years			360	705	705	1770	360/180
Electives for the 2nd Year							
American Civilisation	Andrzej Bryk	Elena Diaconu	0	30	10	40	10/5
Diplomacy	Jerzy Zarzycki-Siek	Jerzy Zarzycki-Siek	30	30	10	40	10/5
Issues in Sport and International Relations	Christopher Lash	Christopher Lash	0	30	10	40	10/5
Media & Politics	Marcin Zaborowski	Jerzy Zarzycki-Siek	0	30	10	40	10/5
Human Rights in the Post-Soviet Space	Wiesław Wacławczyk	Jerzy Zarzycki-Siek	0	30	10	40	10/5
Eastern European Politics	Ostap Kushnir/ Spasimir Domaradzki		0	40	0	40	10/5
Terrorism and Anti-Terrorism	Marcin Zaborowski	Bauyrzhan Zhanuzakov	0	30	10	40	10/5

Imagining and Governing Europe	Jan Grzyski	Margaryta Khvostova	0	30	10	40	10/5
Electives for the 3rd Year							
American Rights & Freedoms	Andrzej Bryk	Elena Diaconu	0	30	10	40	10/5
Contemporary Challenges of Globalization	Iryna Polets	Iryna Polets	0	30	10	40	10/5
Ethnic Cleansing and Displacement in the Modern World	Christopher Lash	Christopher Lash	0	30	10	40	10/5
Russia, Eastern Europe and Soviet Legacy	Wiesław Wactawczyk / Krzysztof Łazarski		0	40	0	40	10/5
East Asia	Jarostaw Jura	Jarostaw Jura	0	30	10	40	10/5
Power and Control – Critical Overview	Jan Grzyski	Margaryta Khvostova	0	30	10	40	10/5

**An elective course should have no fewer than ten students and no more than twenty. The list of the elective courses can be modified.*

DEGREE CRITERIA

To be awarded BA in International Relations and European Studies Degree students must pass all three levels of the scheme and earn 360 credits. The final grade for the degree is counted according to the following criteria:

- i. Marks of level 4 (Year I) count for 0% of the final mark
- ii. Marks of level 5 (Year II) count for 33.3% of the final mark
- iii. Marks for level 6 (Year III) along with the completed BA thesis, count for 66.7% of the final mark.

The following table shows a scale for undergraduate awards:

First Class Honours	70-100%
Upper Second	60-69%
Lower Second	50-59%
Third	40-49%
Fail	0-39%

A student who is admitted to the programme but is subsequently unable, or is not permitted, to progress to completion may, depending upon the number of credits attained at the appropriate levels at the time of exit, qualify for one of the following awards:

<i>Credits Pursued</i>	<i>Candidate may exit the scheme with eligibility for:</i>
not fewer than 240 CATS	Undergraduate Diploma of Higher Education
not fewer than 300 CATS	Unclassified Degree

Credits accumulated at level 4 (Year I) do not contribute towards the minimum credits specified above.

Polish Degree

The students of the BA in IRES at Łazarski University receive also a Polish BA degree (*licencjat*). Polish rules require BA thesis defense examination. The final mark for the Polish BA degree is counted as follows: the average grade for all three years is worth 60%, the thesis 20% and the thesis defense examination, 20%.

ASSESSMENT

Teaching and Learning

Each year of the BA in International Relations and European Studies Programme carries 120 British credit points (60 ECTS credit points) and each semester carries 60 British credit points (30 ECTS credit points) divided into required (core) and elective modules (courses) worth 20, 15 or 10 British credit points (10, 7 or 5 ECTS credit points correspondingly) each.

Students' presence in all classes is obligatory. Absence in 3 classes without serious reasons may lead to failing the course. Repeated unexcused absence (more than 3 classes missed) may lead to deleting a student from the Programme by its Director or by the Dean. Student can excuse his/her absence due to illness and other serious reasons. All absences must be reported to the Programme Director. Students, who without good cause, fail to complete their forms of assessment by the required date or absent themselves from examinations, will be awarded a zero mark for the element concerned.

Contact Hours

BA in IRES module (course) of 20 credit points (10 ECTS credits) requires about 200 hours of student workload. This includes:

- 90 hours of contact time comprising lectures, seminars, and workshops*;
- 110 hours of individual study, including preparation of presentations and other projects, writing of term papers and examinations.

BA in IRES module of 15 credits (7 ECTS) requires around 150 hours of student workload, including:

- 60 hours of contact time comprising lectures, seminars and workshops;
- 90 hours of individual study including preparation of presentations and other projects, writing of research paper and preparation for examinations.

Elective and required modules of 10 credit points (5 ECTS) require about 100 hours of student workload. This includes:

- 40 hours of contact time comprising lectures, seminars, and workshops;
- 60 hours of individual study, including preparation of presentations and other projects.

The BA IRES Thesis Research and Writing Seminar of 20 credit points (10 ECTS credit points) requires additional 115 hours, approximately, of individual study in the form of writing the BA Thesis.

**Workshops taught by assistants play an important role, particularly during the first 3 semesters as a method of enforcing regular study, therefore gaining proper study habits; they also allow us to conduct frequent in-class exams*

Methods of assessment

Individual module assessment methods are laid out in module descriptors. In core modules as well as electives, coursework, irrespective of its form, accounts for 60% of the final mark, while final exam is worth 40% of the final mark.

The following methods of assessment are applied:

- Examination papers (final, in-class and midterm)
- Academic essays
- Written in-class essays
- Presentations accompanied by a written report
- Thesis prospectus
- BA Thesis project

Indicative proportion of the assessment methods

Final examination	20% - 60%
Mid-term exam	20% - 40%
Case studies, projects, tests	20% - 50%
Essays, written assignments	10% - 40%
In-class exams	10% - 20%

The above assessment methods are applied to the various years of study in the following way:

Level 4 (1st Year of Study)

Frequent, brief in-class exams are particularly important during the first year of study (level 4). The students must be aware that they have to study regularly and that their knowledge is checked continuously. This method not only helps the student to gain solid knowledge but also teaches them proper study habits. Regular study habits is a quality that is crucial for the students to succeed in further stages of their education.

Level 5 (2nd Year of Study)

Assessment includes a combination of written examinations (less frequent), short papers in various forms, and highly interactive in-class activities such as conducting debates and participating in group projects. Such kind of assessment stimulates communication within the group, teach problem-solving and develop team-building skills and abilities.

Level 6 (3rd Year of Study)

Assessment puts a stress on writing papers. The essential change in the assessment process applies to BA dissertation (thesis). The student writes BA thesis prospectus in the 5th semesters (within the IRES BA Thesis Methodology) and then the BA Thesis of approximately 10 000 words in semester 6 (within the IRES BA Thesis Research and Writing Seminar). Both the prospectus and the Thesis proper must be researched, written and presented. Each thesis is marked independently by two members of the tutorial staff of the

Programme. Students must obtain a pass mark on their Thesis in order to obtain the BA degree. Such kind of assessment helps in gaining skills in gathering and utilizing information, developing problem-solving abilities, increasing effectiveness of studying, and, finally, increasing the position of the graduate on the job market.

DETAILS OF COURSE ASSESSMENT

COURSE TITLE	COORDINATOR	STATUS	ASSESSMENT METHODS
YEAR I – The Foundations of International Relations			
SEMESTER 1			
Introduction to International Relations	Spasimir Domaradzki	Mandatory	Coursework 60%; in-class exam; Final exam 40%
Western Civilisation I	Krzysztof Łazarski	Mandatory	Coursework 60%: two in-class exams 30% each; Final exam 40%
Statistics, Demographics and IT Methods	Katarzyna Gmaj	Mandatory	Coursework 60%: midterm exam 30%, demographic or statistical project 30%; Final examination 40%
BA in IRES Academic Writing I	Joanna Zientek	Mandatory	Coursework 60%: two in-class exams each worth 30%; Final exam 40%
SEMESTER 2			
Europe in the World	Ostap Kushnir	Mandatory	Coursework 60%: two short essays each worth 30%; Final exam 40%
Western Civilisation II	Krzysztof Łazarski	Mandatory	Coursework 60%: two in-class exams 30% each; Final exam 40%
Principles of Economics	Tomasz Napiórkowski	Mandatory	Coursework 60%: two in-class exams 30% each; Final exam 40%
BA in IRES Academic Writing II	Joanna Zientek	Mandatory	Coursework 60%: two in-class exams each worth 30%; Final exam 40%
YEAR II – The Global and European System			
SEMESTER 3			
Introduction to Political Philosophy	Krzysztof Łazarski	Mandatory	Coursework 60%: paper; Final exam 40%

European Integration	Jan Grzymiski	Mandatory	Coursework 60%: in-class exam 40%, paper 20%; Final exam 40%
International Political Economics	Tomasz Napiórkowski	Mandatory	Coursework 60%: midterm exam 30%, essay 30%; Final exam 40%
SEMESTER 4			
FIVE YEAR-II ELECTIVES	Staff	Elective	List of Year-II electives below
YEAR III – The Civilisations			
SEMESTER 5			
Foreign Policy	Spasimir Domaradzki	Mandatory	Coursework 60%: paper 60% Final exam 40%
Principles of National and International Law	Jerzy Zarzycki-Siek	Mandatory	Coursework 60%: essay; Final exam 40%
BA in IRES Thesis Methodology	Christopher Lash	Mandatory	BA thesis prospectus 100%
SEMESTER 6			
International Organisations	Iryna Polets	Mandatory	Coursework 60%: midterm exam; Final exam 40%
THREE YEAR-III ELECTIVES	Staff	Elective	List of Year-III electives below
IRES BA Thesis Advanced Research and Writing Seminar	Thesis Advisors assigned by Programme Director	Mandatory	BA Thesis, 10 000 words, 100%
YEAR-II ELECTIVES			
Electives for the 2nd Year			
Diplomacy	Jerzy Zarzycki-Siek	Elective	Coursework 60%: midterm exam 30%, essay 30%; Final exam 40%
Terrorism and Anti-Terrorism	Marcin Zaborowski	Elective	Coursework 60%: essay; Final exam 40%
American Civilisation	Andrzej Bryk	Elective	Coursework 60%: midterm exam 30%, paper 30%; Final exam 40%

Media & Politics	Michał Kuź	Elective	Coursework 60%: essay; Final exam 40%
Imagining and Governing Europe	Jan Grzymski	Elective	Coursework 60%: paper; Final exam 40%
Issues in Sport and International Relations	Christopher Lash	Elective	Coursework 60%: essay; Final exam 40%
Eastern European Politics	Ostap Kushnir/ Spasimir Domaradzki	Elective	Coursework 60%: midterm exam 30%, essay 30%; Final exam 40%
Human Rights in the Post-Soviet Space	Wiesław Wacławczyk	Elective	Coursework 60%: midterm exam 30%, oral presentation with written report 30%; Final exam 40%
Electives for the 3rd Year			
East Asia	Jarostaw Jura	Elective	Coursework 60%; essay; Final exam 40%
American Rights & Freedoms	Andrzej Bryk	Elective	Coursework 60%: paper; Final exam 40%
Contemporary Challenges to Globalization	Iryna Polets	Elective	Coursework 60%: paper; Final exam 40%
Ethnic Cleansing and Displacement in the Modern World	Christopher Lash	Elective	Coursework 60%: essay; Final exam 40%
Russia, Eastern Europe and Soviet Legacy	Wiesław Wacławczyk / Krzysztof Łazarski	Elective	Coursework 60%: essay; Final exam 40%
Power and Control – Critical Overview	Jan Grzymski	Elective	Coursework 60%: essay; Final exam 40%

MARKING SCHEME

Assessment of modules and module components shall be made on the basis of a percentage scale, with those translated into the both the British letter marking system (A, B, C, D, E, F), and the Polish number marking system (5, 4.5, 4, 3.5, 3, 2).

Students will be assessed in English-language Programmes according to the following marking scheme:

70-100%	A
60-69%	B
50-59%	C
40-49%	D
35-39%	E (Marginal Fail)
0-34%	F

For the purposes of translating percentage-scale marks into the Polish number scale, Lazarski University shall apply the following criteria:

71-100%	5.5 (celujący)
65-70%	5.0
59-64%	4.5
53-58%	4.0
47-52%	3.5
40-46%	3.0
0-39%	2.0

Students who receive 71% or above may also classify for a Polish grade of 5.5, or “celujący”. This mark is possible to achieve by such a student who fulfils all the criteria listed below:

1. conducts scholarly research or participates in group research,
2. demonstrates outstanding knowledge and skills which are beyond the module content,
3. is excellent at analysis and synthesis of issues,
4. does not make any content-related errors.

The following assessment criteria shall be used to apply marks for BA programmes:

Class	Mark range	Guidelines
Class I	90 – 100%	In addition to that for 70 – 79% below, an outstanding answer that could hardly be bettered. High degree of understanding, critical/analytic skills and original research, where specified. Outstanding in all respects.
	80 – 89%	In addition to that for 70 – 79% below, the answer will demonstrate an excellent level of understanding, presence of clear description, critical/analytical skills or research, as appropriate.

	70 – 79%	Answer entirely relevant to the assignment set. Answer will demonstrate clear understanding of theories, concepts, issues and methodology, as appropriate. There will be evidence of wide-ranging reading and/or research, as appropriate, beyond the minimum recommended. Answers will be written/presented in a clear, well-structured way with clarity of expression. At level 3, evidence of independent, critical thought would normally be expected.
Class II : I	65 – 69%	Answer demonstrating a very good understanding of the requirements of the assignment. Answer will demonstrate very good understanding of theories, concepts, issues and methodology, as appropriate. Answer will be mostly accurate/appropriate, with few errors. Little, if any, irrelevant material may be present. Reading beyond the recommended minimum will be present where appropriate. Well organised and clearly written/presented.
	60 – 64%	A good understanding, with few errors. Some irrelevant material may be present. Well organised and clearly written/presented. Some reading/research beyond recommended in evidence.
Class II : II	55 – 59%	Answer demonstrating a good understanding of relevant theories, concepts, issues and methodology. Some reading/research beyond that recommended may be present. Some errors may be present and inclusion of irrelevant material. May not be particularly well-structured, and/or clearly presented.
	50 – 54%	Answer demonstrating a reasonable understanding of theories, concepts, issues and methodology. Answer likely to show some errors of understanding. May be significant amount of irrelevant material. May not be well-structured and expression/presentation may be unclear at times.
Class III	45 - 49%	An understanding demonstrated, but may be incomplete and with some errors. Limited use of material with limited reading/research on the topic. Likely to be poorly structured and not well-expressed/presented. Irrelevant material likely to be present.
	40 – 44%	Basic understanding demonstrated, with some correct description. Answer likely to be incomplete with substantial errors or misunderstandings. Little use of material and limited reading/research on the topic in evidence. May be poorly structured and poorly expressed/presented. Some material may be irrelevant to the assignment requirements.

Marginal fail	35 – 39%	Some relevant material will be present. Understanding will be poor with little evidence of reading/research on the topic. Fundamental errors and misunderstanding likely to be present. Poor structure and poor expression/presentation. Much material may not be relevant to the assignment.
Fail	30 – 34%	Inadequate answer with little relevant material and poor understanding of theories, concepts, issues and methodology, as appropriate. Fundamental errors and misunderstandings will be present. Material may be largely irrelevant. Poorly structured and poorly expressed/presented.
	20 – 29%	Clear failure to provide answer to the assignment. Little understanding and only a vague knowledge of the area. Serious and fundamental errors and lack of understanding. Virtually no evidence of relevant reading/research. Poorly structured and inadequately expressed/presented.
	0 – 19%	Complete failure, virtually no understanding of requirements of the assignment. Material may be entirely irrelevant. Answer may be extremely short, and in note form only. Answer may be fundamentally wrong, or trivial. Not a serious attempt.

EXAMINATION PAPERS

The information below contains excerpts from LU Rules and Regulations. The Complete text is available on euczelnia.lazarski.pl, access code: course1.

For the BA Programme in International Relations and European Studies, the predominant form of assessment will be essays, mid-term and final written examinations. Examinations will be conducted according to the norms set out by Lazarski University (Appendix A).

Examination Marking

According to Łazarski University regulations, **students are not permitted to appeal against academic judgement of the Examiners** as fairness and consistency are ensured through the moderation process. Both the overall results of assessment as well as each individual student's result will be further scrutinized at the meeting of the internal and external examiners and at the final, decision-making Examination Board.

Internal Examination Marking

Before the start of the exam session, the Programme Director appoints an internal moderator for each module. The moderator reviews all forms of assessment assigned for that module.

Exam papers shall reveal only student ID numbers, and shall not ask students to write their first or last names.

The marks awarded for each exam answer, as well as the cumulative mark for the entire exam, shall be shown clearly on the front cover of the exam.

Moderators shall compile sample copies of the exam, consisting of a sample of no less than 10% of the examinations, to check whether they have been marked in a fair, consistent and accurate manner.

The internal moderator shall moderate marked papers that have received marks between 35%-39% and above 70%, as well as a sample (1-2) for each class of marks. The moderator may check other pieces of assessment outside of the sample if necessary.

The internal moderator checks the given assessments for marking consistency and fairness. The moderator may suggest to lower or raise the marks given by the first examiner, or to have the marking redone if serious inconsistencies are evident. Suggested changes may pertain to all marks at the top or bottom, marks within one class or all marks across the board, not to individual students' marks.

In the case of questionable marking, or if lack of consensus between the examiners, the Programme Director may ask to consult with a third internal examiner and/or with the external examiner.

All examination papers and marks of both the internal examiner and the moderator are available for the external examiner.

When the marking is completed, coursework and examination scripts are returned to the Registrar.

Examiners will draw attention of the Programme Director to any papers which pose problems (marginal classification, fails, and suspected irregularities). Any suspicion of cheating shall be immediately referred to the Lazarski University Unfair Practice Procedure.

Examination Marking: External marking

All examination papers and marks of both first and second internal examiners are available for the External Examiners and Academic Link Tutors designated by Lazarski University's Validated Studies partner. The role of the External Examiners is to ensure that justice is done to each student and that the standard of the University's awards is maintained and comparable with that in other UK higher education institutions. External Examiners are expected to provide informative comment and recommendation upon whether or not:

- a. the institution is maintaining the threshold academic standards set for its awards in accordance with the framework for Higher Education Qualifications and applicable subject benchmark statements;
- b. the assessment processes measure student achievement rigorously and fairly against the intended outcomes of the course(s) and is conducted in the line the institution's policies and regulations;
- c. the academic standards and achievements of students are comparable with those in UK higher education institutions of which the external examiners have experience.

Students are not permitted to appeal against academic judgment, as fairness and consistency are ensured through moderation. In addition, the External Examiners will review the marking process and marks awarded. Both the overall results of assessment as well as each individual student's result will be further scrutinized at the Examination Board.

Thesis Marking

The BA thesis is marked independently by two internal reviewers (one of them is the teacher of the thesis seminar). The External Examiner reviews a sample of theses.

Disclosure of Marks and Feedback to Students

It is important to distinguish between unconfirmed marks and confirmed marks.

- a. Unconfirmed marks are those that have not been confirmed by the Examination Board including the relevant External Examiner(s);

- b. Confirmed marks are those that have been confirmed by the Examination Board including the relevant External Examiner(s). Confirmed marks are released to Lazarski students electronically after having been finally approved by the Examination Board;
- c. Students are given individual feedback on their performance to date as this promotes learning and facilitates improvement. Any feedback should be constructive and timely, in order for students to benefit from the feedback and to improve their performance. It is good practice to establish a clear timescale for providing feedback to students as well as establishing guidance on the level of feedback to be provided.
- d. If unconfirmed marks are provided, students should be made aware that any marks are subject to final confirmation by an Examination Board.

PROGRESSION

Lazarski University students are required to complete successfully the full annual assessment programme before being permitted to proceed to the next level of study. This means that:

- a. A student must pass each module in the programme.
- b. The minimum pass requirement for each module is 40%.
- c. In cases of modules with more than one component of assessment (i.e. coursework and final exam), the minimum component mark required is 35%.

The student can also be eligible for compensation of his/her mark (see below).

Compensation¹: Compensation means that students can pass a module with a final mark lower than 40%, provided that the overall average mark for the current academic year to date is equal to or higher than 45%. A student can obtain compensation only for one module per semester. The decision whether to apply compensation or not belongs to the Examination Board.

- a. For BA students, compensation is possible only within 4 points on any module.
- b. A student can compensate in both core and elective module, for both regular and re-sit session.
- c. Compensation can also be applied when determining the classification of any final award to be made to a student.
- d. In case where there is more than one component of assessment, if one of them (i.e. final exam or coursework) has been failed (i.e. marked below 35%), compensation is not awarded even if other criteria mentioned above are met.

Condonement²: Condonement means that under the conditions specified below a module mark may be raised within the maximum of 2 percentage points.

- a. Module marks of 68-69% may be condoned to 70% for one module per semester, provided that the overall average mark for the semester is in the 60%+ band.
- b. Module marks of 58-59% may be condoned to 60% for one module per semester, provided that the overall average mark for the semester is in the 60%+ band.
- c. Condonement may also be applied to final awards.

Students are entitled to obtain either compensation or condonement only once per semester.

Resit examination:

Reassessment of a module by resit of one or more components (as appropriate) is restricted to one attempt only. In the case of reassessment, the same basic rules apply as in the case of first-attempt assessment.

¹ The rules relating compensation do not apply to the single-degree BA in IRES programme

² The rules relating condonement do not apply to the single-degree BA in IRES programme

- a. The total module mark of a reassessed module will be capped at 40%, regardless of the actual mark(s) obtained by the students for the resat or resubmitted component(s).
- b. If a module is failed, all components with a mark below 40% must be reassessed; marks over 40% in the other component shall be carried forward and combined with the reassessed component.
- c. On meeting the module assessment requirements a student will be awarded the original module mark or 40%, whichever is the highest.
- d. Any module component failed at the first attempt and failed at the second attempt shall carry the higher component mark of the two attempts.
- e. Dates of assessment may be deferred only in extraordinary circumstances with the consent of the Programme Director. Medical grounds are only permitted in case of a medical certificate from a hospital, which needs to be submitted within 7 calendar days starting from the date of discharge from hospital, together with an application to the Programme Director. Deferred first assessments shall be treated as a first attempt.

A student may not resit any module that has been passed or a component of assessment that has received a mark of 40% or above.

Repetition.

Students who are not able to pass a module in second attempt may retake the module. The final mark for the retaken course will be capped at 40%.

BA students have a possibility to retake a maximum of five modules throughout the programme. If a student fails to pass more than five modules, they are deleted from the programme under the discretion of the Examination Board.

Deletion from the Programme

A BA student who failed three modules in one year or made no progress during a semester might be required to repeat the academic year/level by the programme director or the Examination Board. Deletion is automatic for BA students if they fail five modules in one academic year, fail more than five modules in the programme, or fail to pass a retaken module.

A deleted student may be allowed to enroll into their programme again, however, all marks have to be forfeited and the student begins with clear record.

Thesis submission

The above rules apply to the submission of the final BA thesis as well. In case of late delivery of the thesis (unless it was justified and extension was approved by the Programme Director), the final mark for the thesis will be capped at 40%. Students are to consult a detailed thesis/dissertation timetable circulated at the beginning of each academic year.

Time limits

All requirements for the completion of the BA degree must be met within not more than 5 years from the start of the scheme.

Graduation Ceremony

Upon completing the programme, graduates may participate in the official graduation ceremony both at LU as well as at CU. Registration deadlines for the CU graduation ceremony will be announced in the Dean's Announcement regarding thesis/dissertation defence timetable (published each November).

EXAMINATION BOARD

The Dean of the Faculty of Economics and Management shall establish Examination Boards for English-language programmes to consider results and make recommendations on students pursuing programmes leading to awards of the Coventry University. The Examination Boards shall convene at the end of the academic year, following the collection of final grades and exams for the passing year.

Examination Board is part of the quality assurance process. The decision whether a student can proceed to the next level of study belongs to the Examination Board.

The main tasks of Examination Board are to:

1. ensure that the diet of assessment established in the course scheme has been duly administered by scrutinizing examination scripts, projects, course work, and any other evidence of assessment;
2. ensure that marking has been fair, internally consistent, and consistent with marking in UK higher education institutions;
3. ensure that students have satisfied the programme and university regulations in order to either progress or qualify for an award of the accrediting UK institution;
4. determine appropriate action, such as re-sits, for students who have not satisfied the conditions for progression or qualification;
5. take into account any special circumstances that may have affected student performance in any element of assessment and apply appropriate measures if necessary;
6. take decisions on any borderline cases;
7. decide final degree classifications
8. discuss any cases of unfair practice or other breaches of the regulation,
9. make recommendations for future assessment exercises.

The principal options for progression are:

1. progress with no modules pending,
2. progress after compensation (with or without modules pending),
3. progress with modules pending with re-sits at the next available opportunity,
4. re-assessment with progression dependent on passing a certain number of modules,
5. repetition of the whole year if the number of failed modules is so large that re-assessment at the next opportunity is not permitted under the regulations,
6. exclusion from the programme if the number of failed modules is so large as to require a student to withdraw, or the student has run out of time to complete the programme, or has run out of re-sit opportunities under the regulations.

ERASMUS EXCHANGE PROGRAMME

For dual-award BA in IRES students, applying for Erasmus + programme may lead to the postponement of graduation from Lazarski University. Single diploma students can apply for Erasmus + programme with Programme Countries on a regular basis, as per Decision no. 2a/2015 of the Rector of Lazarski University of 10 February 2015 on funding and the mode of qualifying students of Lazarski University for the Erasmus + programme as well as for Erasmus+ programme with non-EU Partner Countries based on the Regulation No. 10/2015 of the Rector of the Łazarski University of 23 September 2015 on the rules for recruitment, funding and performance of studies.

For details, contact the Departmental Erasmus Coordinator.

UNFAIR PRACTICE – RULES REGARDING CHEATING AND PLAGIARISM

Cheating and plagiarism are strictly prohibited and shall be severely penalized.

During exams, students are prohibited to:

- a. introduce into an examination room any unauthorized form of materials such as a book (including mathematical tables), manuscripts, or loose papers of any kind or any source of unauthorized information;
- b. communicate with any other person in the examination room, except as authorized by an Invigilator;
- c. copy or use in any other way unauthorized materials or the work of any other student;
- d. impersonate an examination student or allow oneself to be impersonated;
- e. engage in plagiarism by using other people's work and submitting it for examination as though it were one's own work;
- f. claim either to have carried out experiments, observations, interviews or any form of research which one has not in fact been carried out or to claim to have obtained results which have not in fact been obtained.

Students found cheating during exams will be asked to leave the examination room, and their exam will be marked as 0%.

Plagiarism can be defined as using another person's words or ideas without acknowledgment and submitting them for assessment as though it were one's own work, for instance by copying, translating from one language to another or unacknowledged paraphrasing. Further examples of plagiarism are given below:

- a. Use of any quotation(s) from the published or unpublished work of other persons, whether published in textbooks, articles, the Web, or in any other format, which quotations have not been clearly identified as such by being placed in quotation marks and acknowledged.
- b. Use of another person's words or ideas that has been slightly changed or paraphrased to make it look different from the original.
- c. Summarising another person's ideas, judgments, diagrams, figures, or computer programmes without reference to that person in the text and the source in the bibliography.
- d. Use of services of essay banks and/or any other agencies.
- e. Use of unacknowledged material downloaded from the Internet.
- f. Re-use of one's own material except as authorized by the department (autoplagerism).

All work submitted by students will be checked using anti-plagiarism software and reports of the check will serve as evidence should plagiarism be detected.

Students found guilty of cheating and/or plagiarizing will be referred to the Committee of Inquiry and face severe punishment, including but not limited to failing the assessment element or component, failing the module, written reprimand that will be added to the student's file, and deletion from the programme.

For more information on the **Unfair Practice Procedure** see the full text of the Rules and Regulations (Section VI).

CODE OF CONDUCT

All students are expected to conduct themselves in a manner appropriate for their legal responsibility as adults and for the good name and reputation of Lazarski University.

Classroom Disturbances

The creation of disturbances or an obstruction during classes is forbidden. In particular, students are not allowed to use their mobile phones during classes. The use of mobile devices and laptops for purposes other than note-taking is strictly forbidden.

COMPLAINTS PROCEDURE

See Appendix B.

QUALITY ASSURANCE

The English-language programmes at Lazarski University are subject to university-wide quality assurance procedures as administered by the University Senate (*Senat*), the Board of the Faculty of Economics and Management (*Rada Wydziału*), the Executive Board of the Faculty of Economics and Management (*Komisja Programowa i Kolegium Dziekańskie*), and by Faculty Chairs (*Katedry*).

The overall responsibility for quality assurance of Lazarski's English-language programmes and their adherence to university-wide quality assurance procedures shall lie with the Dean of the Faculty of Economics and Management.

The Dean shall maintain regular contact with the Faculty Chairs, shall convene meetings of the Faculty Board and the Executive Faculty Board, and shall monitor the work of the Associate Dean in charge of English-language programmes.

The Associate Dean reports directly to the Dean of the Faculty of Economics and Management. He/she shall:

1. monitor the work of Programme Directors;
2. convene Committee of Inquiry hearings;
3. maintain contact with the external validating bodies;
4. oversee the general quality of the English-language Programmes.

The Programme Directors report directly to the Associate Dean for English-language Programmes. They shall:

1. set programme content, programme structure, and ensure that the programmes adhere to educational standards set forth by the Polish Ministry of Higher Education and are in accordance with British university best practices;
2. maintain regular contact with the teaching staff and students to assure proper quality of the teaching and learning process;
3. convene Examination Board meetings;
4. make decisions regarding unfair practice, student complaints, student appeals and verification as outlined in sections VI, VII, VIII, and IX of the *Rules and Regulations Governing English-Language Programmes*.

In addition to university-wide quality assurance procedures, Examination Boards, Programme Faculty Meetings shall act as additional checks for quality assurance for Lazarski University's English-language programmes.

CORE MODULE DESCRIPTORS

(in alphabetical order)

BA in IRES ACADEMIC WRITING I

1. MODULE SUMMARY

Aims and Summary

The aim of the course is to enable non-native speakers of English to express themselves coherently in writing. It is also to provide samples of academic writing and appropriate practice material for students who need to write essays. It takes students from sentence and paragraph structuring to essay writing through a process approach. Alongside with rhetoric, it teaches learners how to build sentences and paragraphs using various linguistic devices, how to order and link paragraphs into cohesive and coherent essays, and to build various paper types that are used in written assignments. It makes the students familiar with different strategies of writing development. It teaches writing in a straightforward manner, using a step-by-step approach. Clear models and varied practice help students develop confidence and a mature style of writing, adjusted to the academic context. The course includes work on how to generate ideas, organize material, draft and revise written work. The course also combines the theoretical background with plenty of exercises and comments, providing an in-depth analysis of the issues. The method of group brainstorming aiming at a better understanding of rules is used in classes. Students are actively involved in correcting their mistakes with guidance, so they are not likely to repeat them. Using this approach, the mistakes are not corrected by the teacher but indicated (both their type and occurrence). Students are gradually prepared how to import information from outside sources in their writing, so that they avoid committing plagiarism. A great emphasis is placed on the documentation of other authors' works, which is the first stage preparing the students for approaching their final dissertation papers. Different strategies of summarizing and paraphrasing, as well as synthesizing are explained and practiced. It also includes varied practical language exercise on the advanced level.

Module Size and credits

CATS points	5.0
ECTS credits	3.0
Total student study hours	90
Number of weeks	12
School responsible	Faculty of Economics and Management
Academic Year	2018-2019

Entry Requirements (pre-requisites and co-requisites)

N/A

Excluded Combinations

None

Composition of module mark (including weighting of components)

Coursework 60%, composed of two in-class exams each worth 30%;

Final exam 40%

Pass requirements

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. final exam and coursework). Re-assessment: coursework component(s) and/or examination as appropriate.

Special Features

None

Course stages for which this module is mandatory

BA Year 1 International Relations (level 4)

Course stages for which this module is a core option

None

2. TEACHING, LEARNING AND ASSESSMENT

Intended Module Learning Outcomes

1. Demonstrate an awareness of approaches to research and associated problems
2. Display communication and presentation skills to a level appropriate to the module
3. Demonstrate skills in independent information retrieval at undergraduate level
4. Demonstrate a capacity to research structure and write cohesive academic papers.

Indicative Content

- Introduction into the process of writing. Different stages of writing. Organizing the material
- Rules of writing the bibliography. Rules of using outside sources and documentation of sources in accordance with Harvard Referencing System. Punctuation and formatting principles. Reporting information.
- Sentence structure. Structure of a paragraph. Different types of paragraphs
- Summary and paraphrase. Direct and indirect speech
- Unity and coherence rules.
- Words to be avoided in academic writing. Words of foreign origin used in academic writing
- Essay structure. Cause/ result essay. Cause/result linking devices
- Cause/ result essay. Text organizers and reference words
- Rules of writing the critical review. un-English syntax and parallelism (extended)

Teaching and Learning

This module will be taught by means of seminars, workshops, and self-directed study.

Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam.

Student activity and time spent on each activity comprises:

Guided	0 hours	(0%)
Lecture	0 hours	(0%)
Self guided	0 hours	(0%)
Seminar	45 hours	(50%)

Workshop 45 hours (50%)

Total 90 hours

Method Of Assessment (normally assessed as follows)

The intended learning outcomes will be assessed as follows:

Two in-class exams (60% – 3 Credits): 90 minutes each; contribute to learning outcomes 1, 2, 3, 4

Final exam (40% – 2 Credits): 100 minutes; contributes to learning outcomes 1, 2, 3, 4

Re-sit

Students failing any component of assessment, at the first attempt, are entitled to one re-sit attempt. This will be by new examination and/or new coursework scheduled for the next assessment opportunity. For coursework, if more than one element existed in the first attempt, this may be combined into one assessment for re-sit.

Date of last amendment

17-07-2014

3. MODULE RESOURCES

Hogue, A., Oshima, A., 2006. *Writing Academic English*. Fourth Edition. New York: Pearson Longman.

Jordan, R.R., 2002. *Academic Writing Course*. New York: Pearson Longman.

Recommended Reading

Evans, V., 2002. *CPE Use of English*. Express Publishing

Heffernan J., 1982. *Writing – A College Handbook*. New York: WW Norton and Company.

Macpherson, R., 2006. *Advanced Written English*, Warsaw: Wydawnictwo Naukowe PWN.

Macpherson, R., 2006. *Advanced Written English*. Warsaw Wydawnictwo Naukowe PWN.

Macpherson, R., 2006. *English for Academic Purposes*. Warsaw: Wydawnictwo Naukowe PWN.

Mann, M., Taylore-Knowles, S., 2007. *Destinations C1 C2*, Oxford: Macmillan.

McCarthy, M., O'Dell, F., 2008. *Academic Vocabulary in Use*. Cambridge: Cambridge University Press.

Swales, J.M. and Feak, C.B., 1994. *Academic Writing Course for Graduate Students*. Michigan: The University of Michigan Press.

Vince, M., 2003. *Advanced Language Practice*. Macmillan.

Vince, M., 2011. *Macmillan English Grammar In Context*. Oxford: Macmillan.

Zemach, D., 2005. *Academic Writing*. Oxford: Macmillan.

Required Equipment

None.

4. MODULE ORGANISATION

Module leader

Name Mgr. Joanna Zientek

E-mail zientek4@op.pl

Length and month of examination

100 minutes in January

Expected teaching timetable slots

Note that some tutorials/seminars may be provided at times other than those shown below.

Timetable information should be verified with the School responsible for the module

No timetable information available

Subject Quality and Approval information

Board of Study Faculty Collaborative Provision Committee

Subject Assessment Board Faculty Council, Faculty of Economics and Management

Shortened title

Date of approval by FCPC 2 March 2018

BA in IRES ACADEMIC WRITING II

1. MODULE SUMMARY

Aims and Summary

The aim of the course is to enable non-native speakers of English to express themselves coherently in writing. It is also to provide samples of academic writing and appropriate practice material for students who need to write essays. It takes students from sentence and paragraph structuring to essay writing through a process approach. Alongside with rhetoric, it teaches learners how to build sentences and paragraphs using various linguistic devices, how to order and link paragraphs into cohesive and coherent essays, and to build various paper types that are used in written assignments. It makes the students familiar with different strategies of writing development. It teaches writing in a straightforward manner, using a step-by-step approach. Clear models and varied practice help students develop confidence and a mature style of writing, adjusted to the academic context. The course includes work on how to generate ideas, organize material, draft and revise written work. The course also combines the theoretical background with plenty of exercises and comments, providing an in-depth analysis of the issues. The method of group brainstorming aiming at a better understanding of rules is used in classes. Students are actively involved in correcting their mistakes with guidance, so they are not likely to repeat them. Using this approach, the mistakes are not corrected by the teacher but indicated (both their type and occurrence). Students are gradually prepared how to import information from outside sources in their writing, so that they avoid committing plagiarism. A great emphasis is placed on the documentation of other authors' works, which is the first stage preparing the students for approaching their final dissertation papers. Different strategies of summarizing and paraphrasing, as well as synthesizing are explained and practiced. It also includes varied practical language exercise on the advanced level.

Module Size and credits

CATS points	5.0
ECTS credits	2.0
Total student study hours	90
Number of weeks	12
School responsible	Faculty of Economics and Management
Academic Year	2018-2019

Entry Requirements (pre-requisites and co-requisites)

Academic Writing I or similar course

Excluded Combinations

None

Composition of module mark (including weighting of components)

Coursework 60%, composed of two in-class exams each worth 30%;

Final exam 40%

Pass requirements

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. final exam and coursework). Re-assessment: coursework component(s) and/or examination as appropriate.

Special Features

None

Course stages for which this module is mandatory

BA Year 1 International Relations (level 4)

Course stages for which this module is a core option

None

2. TEACHING, LEARNING AND ASSESSMENT

Intended Module Learning Outcomes

1. Demonstrate an awareness of approaches to research and associated problems
2. Display communication and presentation skills to a level appropriate to the module
3. Demonstrate skills in independent information retrieval at undergraduate level
4. Demonstrate a capacity to research structure and write cohesive academic papers.

Indicative Content

- Revision of 1 semester material. Outlining the essay. Note-taking techniques. Reporting what others say
- Process paragraph/ Descriptive paragraph. Linking devices for the process writing. Describing changes, processes and procedures- vocabulary
- Formal and informal academic words and expressions. Formality rules, writing practice in converting texts into more formal
- Noun, verb, adjective, and adverb phrases (academic language). Academic writing general rules
- Comparison/contrast essay. Comparing and contrasting- vocabulary
- Linking devices
- Argumentative essay- general rules, analyzing and discussing sample essays. Substantiating the argument
- Academic vocabulary and linking devices used for argumentative essay. Argumentative thesis statements. Presenting an argument- vocabulary
- Writing a critical review of an article from the press
- Describing research methods. Revision of the whole material

Teaching and Learning

This module will be taught by means of seminars, workshops, and self-directed study.

Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam.

Student activity and time spent on each activity comprises:

Guided	0 hours	(0%)
Lecture	0 hours	(0%)
Self guided	0 hours	(0%)
Seminar	45 hours	(50%)
Workshop	45 hours	(50%)

Total 90 hours

Method Of Assessment (normally assessed as follows)

The intended learning outcomes will be assessed as follows:

Two in-class exams (60% – 3 Credits): 90 minutes each; contribute to learning outcomes 1, 2, 3, 4

Final exam (40% – 2 Credits): 100 minutes; contributes to learning outcomes 1, 2, 3, 4

Re-sit

Students failing any component of assessment, at the first attempt, are entitled to one re-sit attempt. This will be by new examination and/or new coursework scheduled for the next assessment opportunity. For coursework, if more than one element existed in the first attempt, this may be combined into one assessment for re-sit.

Date of last amendment

17-08-2014

3. MODULE RESOURCES

Essential Reading

Hogue, A., Oshima, A., 2006. *Writing Academic English*. Fourth Edition. New York: Pearson Longman.

Jordan, R.R., 2002. *Academic Writing Course*. New York: Pearson Longman.

Recommended Reading

Evans, V., 2002, *CPE Use of English*. Express Publishing

Heffernan, J., 1982. *Writing – A College Handbook*. New York: WW Norton and Company.

Macpherson, R., 2006. *English for Academic Purposes*. Warsaw: Wydawnictwo Naukowe PWN.

McCarthy, M., and O'Dell, F., 2008. *Academic Vocabulary in Use*. Cambridge: Cambridge University Press.

Swales, J.M., and Feak, C.B., 1994. *Academic Writing Course for Graduate Students*. Michigan: The University of Michigan Press.

Vince, M., 2011. *Macmillan English Grammar In Context*. Oxford: Macmillan.

Zemach, D., 2005. *Academic Writing*. Oxford: Macmillan.

Required Equipment

None.

4. MODULE ORGANISATION

Module leader

Name Mgr. Joanna Zientek

E-mail zientek4@op.pl

Length and month of examination

100 minutes in June

Expected teaching timetable slots

Note that some tutorials/seminars may be provided at times other than those shown below.

Timetable information should be verified with the School responsible for the module

No timetable information available

Subject Quality and Approval information

Board of Study Faculty Collaborative Provision Committee
Subject Assessment Board Faculty Council, Faculty of Economics and Management
Shortened title
Date of approval by FCPC 2 March 2018

BA in IRES THESIS RESEARCH AND WRITING SEMINAR

1. MODULE SUMMARY

Aims and Summary

This is the most advanced and final stage of the undergraduate programme in the fields of International Relations and European Studies. The course builds upon IRES BA Thesis Methodology of the previous semester and on other methodological and theoretical subjects taught throughout the Programme. Students write and defend their BA Theses based on thesis prospectuses prepared in the IRES BA Thesis Methodology module.

Module Size and credits

CATS points	20.0
ECTS credits	10.0
Total student study hours	200
Number of weeks	12
School responsible	Łazarski University, Faculty of Economics and Management
Academic Year	2018-2019

Entry Requirements (pre-requisites and co-requisites)

Completion of IRES BA Thesis Methodology module

Excluded Combinations

None

Composition of module mark (including weighting of components)

Coursework 100%, composed of BA Thesis, 10 000 words

Pass requirements

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. final exam and coursework). Re-assessment: coursework component(s) and/or examination as appropriate.

Special Features

None

Course stages for which this module is mandatory

BA Year 3 International Relations (level 6)

Course stages for which this module is a core option

None

2. TEACHING, LEARNING AND ASSESSMENT

Intended Module Learning Outcomes

By the end of the course students should be able to:

1. Conduct multidisciplinary research and write an extended dissertation on topics in the fields of contemporary International Relations and European Studies
2. Recognise the role of theory in IR and ES
3. Transfer project management to further education and professional careers

Indicative Content

BA Thesis Manual:

- Thesis Introduction (up to about 1500 words)
- Choosing, formulating and justifying the Thesis topic.
- Research questions.
- Hypotheses.
- Choosing research methods.
- Literature review.
- Sources.

Thesis Main Chapters (up to about 7000 words)

- Empirical data — qualitative and quantitative data, cases, statistics.
- Theories.
- Identifying and analysing critical cases.
- Proofs and falsifications of hypotheses.

Thesis Conclusion (up to about 1500 words)

- Explanatory (descriptive) conclusions.
- Predictive (forecasting) conclusions.
- Prescriptive (normative) conclusions.

Teaching and Learning

This module will be taught by means of lectures, workshops, and self-directed study.

Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam.

Student activity and time spent on each activity comprises:

Guided	0 hours	(0%)
Lecture	10 hours	(3%)
Self guided	145 hours	(77%)
Seminar	0 hours	(0%)
Workshop	45 hours	(23%)
Total	200 hours	

Method of Assessment (normally assessed as follows)

The intended learning outcomes will be assessed as follows:

BA Thesis (100% – 20 Credits): 10 000 words, contributes to learning outcomes 1, 2

Re-sit

Students failing any component of assessment, at the first attempt, are entitled to one re-sit attempt. This will be by new examination and/or new coursework scheduled for the next assessment opportunity. For coursework, if more than one element existed in the first attempt, this may be combined into one assessment for re-sit.

Date of last amendment

17-08-2014

3. MODULE RESOURCES

Essential Reading

Wayne C. Booth, Joseph M. Williams, Gregory G. Colomb. *The Craft of Research*. 3rd edition. Chicago Guides to Writing, Editing, and Publishing. Chicago, IL.: University of Chicago Press, 2008.

Recommended Reading

Kate L. Turabian. *A Manual for Writers of Term Papers, Theses, and Dissertations*. 7th revised edition. Chicago Guides to Writing, Editing, and Publishing. Chicago, IL.: University of Chicago Press, 2007.

Stephen Van Evera. *Guide to Methods for Students of Political Science*. Ithaca, NY: Cornell University Press, 1997.

Required Equipment

None.

4. MODULE ORGANISATION

Module leaders

Name BA Thesis Advisors

E-mail

Length and month of examination

June

Expected teaching timetable slots

Note that some tutorials/seminars may be provided at times other than those shown below. Timetable information should be verified with the School responsible for the module

No timetable information available

Subject Quality and Approval information

Board of Study Faculty Collaborative Provision Committee

Subject Assessment Board Faculty Council, Faculty of Economics and Management

Shortened title

Date of approval by FCPC 15 February 2017

BA in IRES THESIS METHODOLOGY

1. MODULE SUMMARY

Aims and Summary

The module aims to provide a supportive environment in which to develop ideas regarding the most advanced and final stage of the BA programme in International Relations, the BA thesis. The module also aims to provide knowledge on methodological issues relating to the undertaking of a major research project in International Relations. In addition it will deal with issues such as finding and appropriate use of source materials and various research approaches within the field of International Relations. At the end of the course students will present their BA project to their fellow students. Lectures will deal with the main concepts, workshops will give students time to work on their thesis proposals

Module Size and credits

CATS points	10.0
ECTS credits	5.0
Total student study hours	100
Number of weeks	12
School responsible	Łazarski University, Faculty of Economics and Management
Academic Year	2018-2019

Entry Requirements (pre-requisites and co-requisites)

N/A

Excluded Combinations

None

Composition of module mark (including weighting of components)

Coursework 100%, composed of BA thesis prospectus

Pass requirements

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. final exam and coursework). Re-assessment: coursework component(s) and/or examination as appropriate.

Special Features

None

Course stages for which this module is mandatory

BA Year 3 International Relations (level 6)

Course stages for which this module is a core option

None

2. TEACHING, LEARNING AND ASSESSMENT

Intended Module Learning Outcomes

By the end of the course students should be able to:

1. Demonstrate an understanding of basic research methods;
2. Apply research methods to the fields of International Relations and European Studies.

- Design research projects and papers, including BA theses, and formulate and defend these designs as thesis prospectuses.

In this way the students will be prepared to take IRES BA Thesis Research and Writing Seminar in the final semester of the Programme.

Indicative Content

- Supportive environment in which to develop ideas for the thesis
- Help to find an appropriate BA thesis topic
- Focus on how to write a BA thesis. The nuts and bolts.
- Advice on how to design and structure the BA thesis
- Help on defining appropriate research hypotheses
- Introduction into Qualitative and Quantitative research methods
- Advice on how to access and use sources appropriately and to avoid plagiarism

Teaching and Learning

This module will be taught by means of seminars, workshops, and self-directed study.

Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam.

Student activity and time spent on each activity comprises:

Guided	0 hours	(0%)
Lecture	0 hours	(0%)
Self guided	55 hours	(55%)
Seminar	30 hours	(30%)
Workshop	15 hours	(15%)
Total	100 hours	

Method of Assessment (normally assessed as follows)

The intended learning outcomes will be assessed as follows:

BA thesis prospectus (70% – 7 Credits): contributes to learning outcomes 1, 2, 3

BA thesis prospectus defence (30% – 3 Credits): 60 minutes; contributes to learning outcomes 3

Students will be required to give a ten minute presentation about their thesis at the end of the course which will present the research done to that date. After the defence, students will be required to answer several questions asked by other students regarding their work.

The thesis defence will be moderated according to the following five categories: a) Structure; b) Argument; c) Content; d) Sources; e) Style of delivery.

Re-sit

Students failing any component of assessment, at the first attempt, are entitled to one re-sit attempt. This will be by new examination and/or new coursework scheduled for the next assessment opportunity. For coursework, if more than one element existed in the first attempt, this may be combined into one assessment for re-sit.

Date of last amendment

17-08-2014

3. MODULE RESOURCES**Essential Reading**

Laura Roselle and Sharon Spray, *Research and Writing in International Relations*, 2012

Gordon Harvey, *Writing With Sources: A Guide for Students*, 1998

Recommended Reading

Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, *The Craft of Research*, 2nd ed., 2003

Michael Harvey, *The Nuts and Bolts of College Writing*, 2003

Janet B. Johnson, H. T. Reynolds & Jason. D. Mycoff, *Political Science Research Methods*, 6th Ed., 2007

Required Equipment

None.

4. MODULE ORGANISATION**Module leader**

Name Dr. Christopher Lash

E-mail christopherglash@yahoo.co.uk

Length and month of examination

Defence in January

Expected teaching timetable slots

Note that some tutorials/seminars may be provided at times other than those shown below.

Timetable information should be verified with the School responsible for the module

No timetable information available

Subject Quality and Approval information

Board of Study Faculty Collaborative Provision Committee

Subject Assessment Board Faculty Council, Faculty of Economics and Management

Shortened title

Date of approval by FCPC 15 February 2017

EUROPEAN INTEGRATION

1. MODULE SUMMARY

Aims and Summary

Unlike many conventional modules on 'European integration', which mostly study the process of EU integration, this module offers a wider perspective on European integration. It is situated in the context of Europe's transformations and its various social and political constructions, in which the EU is only one possible way of integrating Europe. The module examines historical context of European integration, European culture, society with many different interpretations of European heritage and identity concepts and historical ideas of European integration. The module also studies the European Union: its history, institutions and specific policies. The last part of the module will critically address the current crisis, visions and projects for the future integration process, and contrast them with the emerging prospect of the disintegration of the European Union.

Module Size and credits

CATS points	20.0
ECTS credits	10.0
Total student study hours	200
Number of weeks	12
School responsible	Łazarski University, Faculty of Economics and Management
Academic Year	2018-2019

Entry Requirements (pre-requisites and co-requisites)

N/A

Excluded Combinations

None

Composition of module mark (including weighting of components)

Coursework 60%: one in-class exam – 40%; paper – 20%

Final exam 40%

Pass requirements

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. final exam and coursework). Re-assessment: coursework component(s) and/or examination as appropriate.

Special Features

None

Course stages for which this module is mandatory

BA Year 2 International Relations (Level 5)

Course stages for which this module is a core option

None

2. TEACHING, LEARNING AND ASSESSMENT

Intended Module Learning Outcomes

By the end of the course students should be able to:

1. Demonstrate an understanding of the intellectual and political visions of the integration process in Europe in the past and currently;
2. Be able to critically address the dominant conflation between European integration and the European Union
3. Be familiar with institutions and policies of European integration, including the European Union;
4. Analyse the political implications of the integration process, including its different visions and its political manifestations
5. Analyse the origins of the current crisis of the European Union and critically address the visions for future prospects of European integration

Indicative Content

- Introduction: How to Study 'Europe'?
- European Culture and Society
- European Diffusionism and Universalism
- European Heritage as a Conflict of Interpretations. Unity in Diversity or Divisions?
- European Others: Eastern Europe, Central Europe, Balkans
- Concepts of European Integration and 'Founding Fathers'
- The EU Political Institutions and Policies
- The EU Governance and Territoriality
- Europe as Neo-medieval Empire
- The EU as (non-) Imperial Empire
- Europe's Promises: European Way of Life: Welfare and Sustainable Development
- Europe's Promises: Free Movement and Mobility
- The EU Crisis: Leadership Crisis and Democratic Deficit
- Multiculturalism in Decline and the Rise of Islam
- Europe's Borders and Migration Crisis
- European Austerity. Euro-zone Crisis
- Enlargement and Shrinking of the European Union (Brexit)
- Possible disintegration of the European Union
- Future visions and projects of European Integration

Teaching and Learning

This module will be taught by means of lectures, workshops, and self-directed study.

Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam.

Student activity and time spent on each activity comprises:

Guided	0 hours	{0%}
Lecture	30 hours	{15%}
Self guided	110 hours	{55%}
Seminar	30 hours	{15%}
Workshop	30 hours	{15%}

Total 200 hours

Method of Assessment

Midterm exam (40% – 8 Credits): 120 minutes; contributes to learning outcomes 1, 2, 3

Paper (20% - 4 Credits) 1500 words; contributes to learning outcomes 1,2,3,4,5

Final exam (40% – 8 Credits): 120 minutes; contributes to learning outcomes 1, 2, 3, 4,5

Re-sit

Students failing any component of assessment, at the first attempt, are entitled to one re-sit attempt. This will be by new examination and/or new coursework scheduled for the next assessment opportunity. For coursework, if more than one element existed in the first attempt, this may be combined into one assessment for re-sit.

Date of last amendment

27-10-2016

3. MODULE RESOURCES

Essential Reading

Delanty, G. (2013), *Formations of European Modernity. A Historical and Political Sociology of Europe*, Palgrave Macmillan.

Dinan, D. (2014), *Europe Recast: A History of European Union*, Lynne Rienner Publishers.

Zielonka, J. (2007), *Europe as Empire. The Nature of Enlarged Europe*, Oxford University Press.

Recommended Reading

Beck, U. (2014), *German Europe, Polity*.

Behr H. and Stivachtis Y. A. (2016), *Revisiting the European Union as Empire*, Routledge.

Bellier I. and Wilson, T. M. (2000), *An Anthropology of the European Union. Building, Imagining and Experiencing the New Europe*, Blumsbury Academics.

Brague, R. (2009), *Eccentric Culture: A Theory of Western Civilization*, St. Augustines Press.

Böröcz, J and Sarkar, M. (2005), *What is the EU?*, *International Sociology*, Vol 20(2): 153–173.

Buruma, I. (2007), *Murder in Amsterdam*, Penguin Books.

Corner, Mark, 2014. *The European Union: An Introduction*, I.B. Tauris.

Delanty, G. (1995), *Inventing Europe. Idea, Identity, Reality*, Palgrave Macmillan.

Favell, A. (2008), *Eurostarts and Eurocities*, Blackwell Publishing.

Giddens, A. (2015), *Turbulent and Mighty Continent. What Future for Europe?* Polity.

Habermas J. (2013), *The Crisis of the European Union. A Response*, Polity.

Hill, S. (2010), *Europe's Promise. Why the European Union is the Best Hope in an Insecure Age*, University of California Press.

Outhwaite, W. (2017), *Brexit. A Sociological Response*, Anthem Press.

Streeck, W. (2013), *Buying Time. The Delayed Crisis of Democratic Capitalism*, Verso.

Neumann, I. B. (1998), *Uses of the Other. "The East" in European Identity Formation*, Univ Of Minnesota Press.

Todorova, M. (2009), *Imagining the Balkans*, Oxford University Press.

van Ham, P. (2001), *European Integration and the Postmodern Condition. Governance, Democracy, Identity*, Routledge.

- Vaughan-Williams, N. (2015), Europe's Border Crisis. Biopolitical Security and Beyond, Oxford University Press.
- Wallerstein, I. (2006), European Universalism. The Rhetoric of Power, New Press.
- Walters, W and Haahr, J.H. (2005), Governing Europe. Discourse, Governmentality and European Integration, Routledge.
- Zielonka, J. (2014), Is the EU doomed? Polity.
- Góralski, W. Kardaś, S. (2008) The European Union, Origins-Structure-Acquis, Wolters Kluwer Business
- Kenealy, D. Peterson, J. Corbett, R. (2015) The European Union: How Does it Work?, Oxford University Press
- Peterson, J. Shackleton, M. (2012) The Institutions of the European Union [third edition], Oxford University Press
- Offe, C.(2013), Europe Entrapped, Polity.
- Outhwaite, W. (2016), Contemporary Europe, Routledge.
- Outhwaite, W. (2008), European Society, Polity.
- Rumford, Ch. (ed.) (2009), The SAGE Handbook of European Studies, SAGE Publications.

Required Equipment

None.

4. MODULE ORGANISATION

Module leader

Name	Dr. Jan Grzymiski
E-mail	j.grzymiski@lazarowski.edu.pl

Length and month of examination

120 minutes in June

Expected teaching timetable slots

Note that some tutorials/seminars may be provided at times other than those shown below.

Timetable information should be verified with the School responsible for the module

No timetable information available

Subject Quality and Approval information

Board of Study	Faculty Collaborative Provision Committee
Subject Assessment Board	Faculty Council, Faculty of Economics and Management
Shortened title	
Date of approval by FCPC	15 February 2017

FOREIGN POLICY

1. MODULE SUMMARY

Aims and Summary

The module has a dual purpose. Firstly, it aims to familiarize students with specific features of Foreign Policy from theoretical perspective. The module will accent on the decision-making process, aims, tools and strategies and case study analysis. The module will be also focusing on the comparative analysis of Foreign Policy conducted by great, medium and small powers in international relations. Particular emphasis will be also paid to the practical aspects of shaping foreign policy by obtaining skills in policy papers, reports, briefs and think tank activity analysis.

Module Size and credits

CATS points	20.0
ECTS credits	10.0
Total student study hours	200
Number of weeks	12
School responsible	Łazarski University, Faculty of Economics and Management
Academic Year	2018-2019

Entry Requirements (pre-requisites and co-requisites)

N/A

Excluded Combinations

None

Composition of module mark (including weighting of components)

Coursework 60%, composed of a paper

Final exam 40%

Pass requirements

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. final exam and coursework). Re-assessment: coursework component(s) and/or examination as appropriate.

Special Features

None

Course stages for which this module is mandatory

BA Year 3 International Relations, level 6

Course stages for which this module is a core option

None

2. TEACHING, LEARNING AND ASSESSMENT

Intended Module Learning Outcomes

By the end of the course students should be able to:

1. Understand the foreign policy decision-making process and recognize the relevant tools, mechanisms and patterns of its implementation.

2. Recognize the differing nature of great, medium and small powers foreign policy;
3. Assess country's foreign policy based on particular cases and available information.
4. Recognize the role of various external factors shaping country's foreign policy.

Indicative Content

- History and evolution of the foreign policy analysis;
- Introduction, theoretical aspects of Foreign Policy. National interest, means, tools;
- Theoretical approaches to foreign policy – liberal, realist and constructivist views;
- Great, medium and small power - implications for the decision-making process;
- Foreign policy and regional integration;
- Public opinion, media and lobbying groups and the foreign policy;
- Interpreting foreign policy – case studies and their importance
- Making foreign policy – briefs, reports, analysis.
- Great power foreign policy – selected case studies
- Medium and small power foreign policy – selected case studies

Teaching and Learning

This module will be taught by means of lectures, workshops, and self-directed study.

Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam.

Student activity and time spent on each activity comprises:

Guided	0 hours	(0%)
Lecture	60 hours	(30%)
Self-guided	110 hours	(55%)
Seminar	0 hours	(0%)
Workshop	30 hours	(15%)
Total	200 hours	

Method of Assessment Paper (60% – 10 Credits): 3000 words; contributes to learning outcomes 1, 2, 3

Final exam (40% – 10 Credits): 120 minutes; contributes to learning outcomes 1, 2, 3

Re-sit

Students failing any component of assessment, at the first attempt, are entitled to one re-sit attempt. This will be by new examination and/or new coursework scheduled for the next assessment opportunity. For coursework, if more than one element existed in the first attempt, this may be combined into one assessment for re-sit

Date of last amendment

13-10-2016

3. MODULE RESOURCES

Essential Reading

Hook, Steven W. *US Foreign Policy: The Paradox of World Power*, 5th ed., Washington D.C.: CQ Press, 2016.

Steve Smith, Amelia Hadfield. *Foreign Policy, Theory, Actors, Cases*. 3rd ed., Oxford University Press, 2016.

Roman Kuźniar, *Poland's Foreign Policy After 1989*, Warszawa, Scholar, 2008.

Łukasz Wordliczek, *U.S. Foreign Policy: Procedure and Substance*, Jagiellonian University Press, 2005

Recommended Readings

James M. McCormick, *American Foreign Policy and Process*, Fourth Edition, Thomson-Wadsworth, 2005

John Lewis Gaddis, *The United States and the End of the Cold War, Implications, Reconsiderations, Provocations*, Oxford University Press, 1992

Stephen W. Hook, John Spanier, *American Foreign Policy since World War II*, CQ Press, 2004

Joseph S. Nye, Jr., *The Paradox of American Power*, Oxford University Press, 2002

Fareed Zakaria, *The Post-American World*, 2008

Nancy Soderberg, *The Superpower Myth, The Use and Misuse of American Might*, 2005

Robert Kagan, *Of Paradise and Power: America and Europe in the New World Order*, Vintage Books, 2004

K Cordell, *Poland and The European Union*, London, Routledge, 2000

Kerry Longhurst, Marcin Zaborowski, *The New Atlanticist ; Poland's foreign and security policy priorities*, Malden: Blackwell Publishing, 2007.

Bruce W. Jentleson, *American Foreign Policy: The Dynamics of Choice in the 21st Century* (5th Edition), W. W. Norton & Company, 2013.

Marcin Zaborowski, David H. Dunn (eds.), *Poland: a new power in transatlantic security* / London; Portland

Andrzej Nowak, *History and Geopolitics: a Contest for Eastern Europe*, http://www.pism.pl/img_lib/okladki/73.jpg-_blank Warszawa, PISM, 2008

Cameron, F. *An Introduction to European Foreign Policy*. Hoboken : Taylor and Francis, 2012.

Hill, C. *Foreign policy in the twenty-first century*. London: Palgrave Macmillan, 2016.

Hill, C. *The national interest in question : foreign policy in multicultural societies* Oxford : Oxford University Press, 2015.

Miller, R.F. *Soviet Foreign Policy Today*. Hoboken : Taylor and Francis, 2012.

Onea, T. *US Foreign Policy in the Post-Cold War Era Restraint versus Assertiveness from George H.W. Bush to Barack Obama*. Gordonsville : Palgrave Macmillan, 2013.

Winand, P., Benvenuti, A., Guderzo, M. *The External Relations of the European Union*. P.I.E.- Peter Lang S.A, 2015.

Required Equipment

None.

4. MODULE ORGANISATION

Module leader

Name	Dr. Spasimir Domaradzki
E-mail	spasimir.domaradzki@lazarowski.pl

Length and month of examination

120 minutes in June

Expected teaching timetable slots

Note that some tutorials/seminars may be provided at times other than those shown below.

Timetable information should be verified with the School responsible for the module

No timetable information available

Subject Quality and Approval information

Board of Study	Faculty Collaborative Provision Committee
Subject Assessment Board	Faculty Council, Faculty of Economics and Management
Shortened title	
Date of approval by FCPC	15 February 2017

EUROPE IN THE WORLD

1. MODULE SUMMARY

Aims and Summary

The purpose of this course is to introduce students to the study of geopolitics and of comparative governments all over the globe. The course will also examine the impact that Europe has had on the development of the global political landscape. The course will give an overview of the concepts and theories in geopolitics and will teach students how to apply these ideas in describing the evolution of the modern political map. Particular attention will be paid to the role of the European Union as a new global player. Internal and external challenges will be acknowledged and analyzed. The course also aims to introduce students to the study of comparative politics. This includes revealing the alternative approaches to the art of governance, familiarizing with the variety of political systems, their constitutive parts and unique features. The machinery of government will be confronted with the processes and mechanisms of political interaction. Finally, the features of political mobilization will be analyzed in order to apprehend their influence on the functioning of the state.

Module Size and credits

CATS points	20.0
ECTS credits	10.0
Total student study hours	200
Number of weeks	12
School responsible	Łazarski University, Faculty of Economics and Management
Academic Year	2017/2018

Entry Requirements (pre-requisites and co-requisites)

N/A

Excluded Combinations

None

Composition of module mark (including weighting of components)

Coursework 60%, composed of two short essays (1500-2000 words) each worth 30%;

Final examination 40%

Pass requirements

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. final exam and coursework). Re-assessment: coursework component(s) and/or examination as appropriate.

Special Features

None

Course stages for which this module is mandatory

BA Year 1 International Relations (level 4)

Course stages for which this module is a core option

None

2. TEACHING, LEARNING AND ASSESSMENT

Intended Module Learning Outcomes

By the end of the course students should be able to:

1. demonstrate an understanding of political systems, as well as complexities of political time and space;
2. explain the historical development of political systems in the geopolitical context;
3. analyze the political systems and their impact on the changing nature of states and other geopolitical actors;
4. assess the geopolitical potential and dependencies of European states.

Indicative Content

- The definition of geopolitics and political concepts.
- Major geopolitical theories and political ideologies, political culture and legitimacy.
- History of geopolitics and history of the state.
- Political culture in the geopolitical context.
- European Union as the geopolitical actor. Maritime Europe and the Maghreb.
- Constitution and law and the geopolitical codes of the U.S.
- Legislatures and the political executive.
- Russian and Chinese geopolitics.
- Parties, social movements and their impact on geopolitics.
- Geopolitics of the Central and Eastern European region and challenges for the European Union.

Teaching and Learning

This module will be taught by means of lectures, workshops, and self-directed study.

Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam.

Student activity and time spent on each activity comprises:

Guided	0 hours	(0%)
Lecture	60 hours	(30%)
Self guided	110 hours	(55%)
Seminar	0 hours	(0%)
Workshop	30 hours	(15%)
Total	200 hours	

Method of Assessment (normally assessed as follows)

The intended learning outcomes will be assessed as follows:

Short essay #1 (30% – 3 Credits): contributes to learning outcomes 1, 3, 4

Short essay #2 (30% – 3 Credits): contributes to learning outcomes 1, 2, 3

Final exam (40% – 4 Credits): 120 minutes; contributes to learning outcomes 1, 2, 3, 4

Re-sit

Students failing any component of assessment, at the first attempt, are entitled to one re-sit attempt. This will be by new examination and/or new coursework scheduled for the next assessment opportunity. For coursework, if more than one element existed in the first attempt, this may be combined into one assessment for re-sit.

Date of last amendment

26-10-2016

3. MODULE RESOURCES

Essential Reading

Cohen, Saul Bernard. *Geopolitics of the World System*. Lanham MD: Rowman and Littlefield, 2nd ed. 2008.

Flint, Colin. *Introduction to Geopolitics*, Routledge, 3rd ed. 2016

Hague, Rod, and Harrop, Martin. *Comparative Government and Politics, an introduction*, Palgrave Macmillan, 8th ed. 2010

Recommended Reading

Allen, John. *Student Atlas of World Politics*, 7th Edition. McGraw-Hill, 2006.

Beeson, Mark, and Bisley, Nick. *Issues in 21st Century Politics*. Palgrave Macmillan, 2nd ed. 2013

Dodds, Klaus. *Geopolitics: a very short introduction*, Oxford University Press. 2007

Diamond, Larry Jay, *Thinking About Hybrid Regimes*, *Journal of Democracy*, Vol. 13, No. 2 (April 2002), pp. 21-35.

Fukuyama, Francis, *Political Order and Political Decay*, New York: Farrar: Strauss and Giroux, 2011.

Heywood, Andrew. *Politics*, Palgrave Macmillan, 3rd ed. 2007

Lipset, Seymour Martin, *Some Social Requisites of Democracy: Economic Development and Political Legitimacy*, *The American Political Science Review*, Vol. 53, No. 1 (March 1959), pp. 69-105.

Remmer, Karen L. *Neopatrimonialism: The Politics of Military Rule in Chile, 1973-1987*, *Comparative Politics*, Vol. 21, No. 2 (January 1989), pp. 149-170.

Smith, Benjamin, *Life of the Party: The Origins of Regime Breakdown and Persistence under Single-Party Rule*, *World Politics*, Vol. 57, No. 3 (April, 2005), pp. 421-451.

Tilly, Charles, *War Making and State Making as Organized Crime: Bringing the State Back*, edited by Peter Evans, Dietrich, Rueschemeyer, and Theda Skocpol, Cambridge: Cambridge university Press, 1985.

Tuathail, Ó, Gearóid, Dalby, Simon, and Paul Routledge. *The Geopolitics Reader*. Routledge. 1998

Required Equipment

None.

4. MODULE ORGANISATION

Module leader

Name

Dr. Ostap Kushnir

Dr. Marcin Zaborowski

E-mail

o.kushnir@lazarowski.edu.pl

marcin.e.zaborowski@gmail.com

Length and month of examination

120 minutes in June

Expected teaching timetable slots

Note that some tutorials/seminars may be provided at times other than those shown below.

Timetable information should be verified with the School responsible for the module

No timetable information available

Subject Quality and Approval information

Board of Study	Faculty Collaborative Provision Committee
Subject Assessment Board	Faculty Council, Faculty of Economics and Management
Shortened title	
Date of approval by FCPC	15 February 2017

INTERCULTURAL COMMUNICATION

1. MODULE SUMMARY

Aims and Summary

In the context of globalization, migration, corporate business management, international affairs and social conflicts, the aim of the module is to provide students with necessary tools which would help them to approach multi-cultural environments. Aiming to enforce cultural sensitivity students will be trained how to avoid cultural prejudices, preconceptions and oversimplifications.

The module has a multidisciplinary approach combining different theories taken from various spheres such as anthropology, sociology, communication studies, linguistics, etc. It incorporates information on history of communication, looks upon the notion of symbol, myth, cultural code and proceeds to the practical techniques of assessing different forms of productions of contemporary multicultural media.

Module Size and credits

CATS points 10.0

ECTS credits 5.0

Total student study hours 100

Number of weeks 12

School responsible Łazarski University, Faculty of Economics and Management

Academic Year 2018-2019

Entry Requirements (pre-requisites and co-requisites)

N/A

Excluded Combinations

None

Composition of module mark (including weighting of components)

Coursework 60%, composed of an essay

Final exam: 40%

Pass requirements

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. final exam and coursework). Re-assessment: coursework component(s) and/or examination as appropriate.

Special Features

None

Course stages for which this module is mandatory

BA Year 3 International Relations (level 6)

Course stages for which this module is a core option

None

2. TEACHING, LEARNING AND ASSESSMENT

Intended Module Learning Outcomes

By the end of the course students should be able to:

1. Apply basic intercultural skills.
2. Analyze barriers to intercultural communication.
3. Demonstrate an understanding of culturally conditioned behavior in different contexts including negotiation, ethnic conflict, family life etc.
4. Explain the dynamics of ethnocentrism, stereotyping and prejudice.

Indicative Content

- Introduction: How we communicate? Communication skills and their influence? What are the media? Problematic messages.
- The evolution of language and thought
- The history of communication: the value of knowledge
- Approaches and theories of communication (behavioral, political economy, cultural, interdisciplinary). Behavioral approach
- Political Economy approach
- Culture shock, intercultural competence, globalization issues
- Cultural/Linguistic Approach
- Semiotics
- Semiotics: using semiotics to analyze text and images
- Deconstructing messages through individual signs (colors, shapes, symbols, icons, etc.)
- Visual as influenced by culture and aims. How politicians, journalists and PR managers provide and sell information
- History of Film and film technologies. Summary

Teaching and Learning

This module will be taught by means of seminars, workshops, and self-directed study.

Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam.

Student activity and time spent on each activity comprises:

Guided	0 hours	(0%)
Lecture	0 hours	(0%)
Self guided	55 hours	(55%)
Seminar	30 hours	(30%)
Workshop	15 hours	(15%)
Total	100 hours	

Method of Assessment (normally assessed as follows)

The intended learning outcomes will be assessed as follows:

Essay (60% - 6 Credits): 3000 words; contributes to learning outcomes 1, 2, 3, 4

Final exam (40% - 4 Credits): 120 minutes; contributes to learning outcomes 1, 2, 3, 4

Re-sit

Students failing any component of assessment, at the first attempt, are entitled to one re-sit attempt. This will be by new examination and/or new coursework scheduled for the next

assessment opportunity. For coursework, if more than one element existed in the first attempt, this may be combined into one assessment for re-sit

Date of last amendment

02-10-2016

3. MODULE RESOURCES

Essential Reading

Bowe, H., Martin, K., Manns, H., Communication across Cultures: Mutual Understanding in a Global World, Cambridge University Press (2014);

Harrison, E. L., Huntington, S. P. Culture Matters: How Values Shape Human Progress, Basic Books (2000);

Samovar, L.. Intercultural Communication: a Reader. (2011)

Recommended Reading

Aitchison, J., The Articulate Mammal: An Introduction to Psycholinguistics (2011);

Arnold. K., Fashion and Self-Fashioning: Clothing Regulation in Renaissance Europe (2011);

Bauman Z. , Liquid Modernity (2006); Consuming Life (2007);

Barrowclough D., Kozul-Wright Voice, choice and diversity through creative industries: towards a new development agenda (2008);

Bitzer, L. F. The Rhetorical Situation (1968);

Dowing, J., Mohammadi, A., Sreberny, A., Questioning the Media: A Critical Introduction (1995);

Gitner S. Multimedia Storytelling: For Digital Communicators in a Multiplatform World (2016)

Harrison, E., L., Huntington, S. P. Culture Matters: How Values Shape human Pogress (2000).

Porter, M. E., Attitudes, Value, Beliefs, and the Microeconomics of Prosperity (2000).

Rosenwein, B., Problems and Methods in the History of Emotions (2010);

Solnit, R., Diary (2013);

Stace, L., Culture Mental Models, and National Prosperity (2000);

Edward Vajda, The Origins of Language (2011);

Required Equipment

None.

4. MODULE ORGANISATION

Module leader

Name Dr. Iryna Polets

E-mail iryna.polets@gmail.com

Length and month of examination

120 minutes in January

Expected teaching timetable slots

Note that some tutorials/seminars may be provided at times other than those shown below.

Timetable information should be verified with the School responsible for the module

No timetable information available

Subject Quality and Approval information

Board of Study

Faculty Collaborative Provision Committee

Subject Assessment Board Faculty Council, Faculty of Economics and Management

Shortened title

Date of approval by FCPC 15 February 2017

INTERNATIONAL ORGANISATIONS

1. MODULE SUMMARY

Aims and Summary

The main objective of this module is to present International Organisations (IO) as a crucial element of today's global governance system ("world system"). Their genesis is the result of the evolution of international politics out of the earlier Westphalian system of 'totally' sovereign states towards more complex and cross-border working units seeking to promote essentially the same objectives ("public goods") as would traditionally nation-states: peace and security, economic development, education etc. The main reason for this development that took pace especially in the 20th century is that nation-states cannot (anymore) deliver those goods alone but need wider and possibly long-lasting cooperation and possibly integration into larger systems. Acquaintance with the role of IO is crucial for any understanding of today's world politics and thus indispensable for anyone wishing to work in and with international structures.

Module Size and credits

CATS points	10.0
ECTS credits	5.0
Total student study hours	100
Number of weeks	12
School responsible	Łazarski University, Faculty of Economics and Management
Academic Year	2018-2019

Entry Requirements (pre-requisites and co-requisites)

N/A

Excluded Combinations

None

Composition of module mark (including weighting of components)

Coursework 60%, composed of midterm exam,
Final exam 40%

Pass requirements

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. final exam and coursework). Re-assessment: coursework component(s) and/or examination as appropriate.

Special Features

None

Course stages for which this module is mandatory

BA Year 3 International Relations (level 6)

Course stages for which this module is a core option

None

2. TEACHING, LEARNING AND ASSESSMENT

Intended Module Learning Outcomes

By the end of the course students should be able to:

1. Understand why International Organizations have evolved in modern history
2. Categorize IO by their type and origin
3. Characterize IO by structures, functions and purposes
4. Identify IOs' influence on global and regional politics and economics
5. Evaluate the role of IOs within global governance
6. Discuss scenarios for future IO activities

Indicative Content

- The evolution of the international state system from the 17th to the early 20th century and the conditions for the genesis of IO
- Liberalism and democratization as factors driving the development of IO in the 20th century
- Typology of IOs: IGOs, INGOs and others
- Functions and roles of IO: instruments, forum, actors
- Changes of the global environment after 1990: globalization, multipolarity and the growing role of IO
- The UNO and the global governance system as interaction between states, IGOs and INGOs
- Case studies for IGO and INGOs
- Transnational/multinational corporations – a special kind of IOs?
- Practical problems of working in International Organisations

Teaching and Learning

This module will be taught by means of seminars, workshops, and self-directed study.

Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam.

Student activity and time spent on each activity comprises:

Guided	0 hours	(0%)
Lecture	0 hours	(0%)
Self guided	55 hours	(55%)
Seminar	30 hours	(30%)
Workshop	15 hours	(15%)
Total	100 hours	

Method of Assessment (normally assessed as follows)

The intended learning outcomes will be assessed as follows:

Essay (60% - 6 Credits): 3000 words; contributes to learning outcomes 1, 2, 3, 4, 5, 6

Final exam (40% - 4 Credits): 120 minutes; contributes to learning outcomes 1, 2, 3, 4, 5, 6

Re-sit

Students failing any component of assessment, at the first attempt, are entitled to one re-sit attempt. This will be by new examination and/or new coursework scheduled for the next assessment opportunity. For coursework, if more than one element existed in the first attempt, this may be combined into one assessment for re-sit

Date of last amendment
2-10-2016

3. MODULE RESOURCES

Essential Reading

Karns, M.P., Mingst, K.A., International organizations, Lynne Rienner, Boulder 2004.
Rittberger, V., Zangl, B., Kruck, A., International Organization, 2nd edition, Palgrave Macmillan 2012

Recommended Reading

Ahmed, S. NGOs in international politics. Bloomfield, CT : Kumarian 2006.
De Jonge, A., Tomasic, R. Research handbook on transnational corporations
Northampton, MA : Edward Elgar 2017.
McGrew, A., The transformation of democracy? Globalization and territorial democracy,
Policy Press Cambridge 1997
Dielic, M.-L., Transnational governance. Institutional dynamics of regulation, Cambridge
University Press 2008.
Linden, R.H., Norms and nannies. The impact of international organizations on the Central
and East European states, Rowman & Littlefield 2004.
Kleine, M. Informal Governance in the European Union: How Governments Make International
Organizations Work. Ithaca, NY, USA Cornell University, 2013.
Nowicka, M., Transnational professionals and their cosmopolitan universes, Campus 2006.
Reinalda, B., History of international organizations: from 1815 to the present day, Routledge
2009.
Stiglitz, J. The Euro: And Its Threat to the Future of Europe, London: Penguin Books 2016.

Trondal, J., Marcussen, M., Larsson, T. Unpacking international organisations: the dynamics
of compound bureaucracies. Manchester: Manchester University Press 2010.

Required Equipment

None.

4. MODULE ORGANISATION

Module leader

Name Dr. Iryna Polets

E-mail iryna.polets@gmail.com

Length and month of examination

120 minutes in June

Subject Quality and Approval information

Board of Study Faculty Collaborative Provision Committee

Subject Assessment Board Faculty Council, Faculty of Economics and Management

Shortened title

Date of approval by FCPC 15 February 2017

INTERNATIONAL POLITICAL ECONOMICS

1. MODULE SUMMARY

Aims and Summary

The purpose of the module is to provide students with the background on international economics and to help them to understand the importance of economic and financial interrelations in shaping today's world. To provide them with the analytical skills to interpret financial mechanism and their impact on the running of the economic policies. The explained issues range from definitions to concepts and theories of international economics. This interactive module is also devoted to the salient and contemporary issues and problem of Economy development in a globalizing world. It gives indebt analysis of theoretical knowledge underlying the evolution of economics of development. Student also will become familiar with the functions of Economic Institutions and how they can facilitate development.

Module Size and credits

CATS points	15.0
ECTS credits	7.0
Total student study hours	150
Number of weeks	12
School responsible	Łazarski University, Faculty of Economics and Management
Academic Year	2018-2019

Entry Requirements (pre-requisites and co-requisites)

Introduction to Microeconomics, Introduction to Macroeconomics

Excluded Combinations

None

Composition of module mark (including weighting of components)

Coursework 60%, composed of midterm exam 30%, essay 30%

Final exam 40%

Pass requirements

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. final exam and coursework). Re-assessment: coursework component(s) and/or examination as appropriate.

Special Features

None

Course stages for which this module is mandatory

BA Year 2 International Relations (level 5)

Course stages for which this module is a core option

None

2. TEACHING, LEARNING AND ASSESSMENT

Intended Module Learning Outcomes

By the end of the course students should be able to:

1. Analyse open and global economy mechanisms and understand the role of various economic factors in shaping the world of today;
2. Demonstrate knowledge of the most important theories of international political economy and therefore explain the impact of financial markets on the running of economic policies
3. Critically examine the interaction between political and economic phenomena on a national and global scale;
4. Apply concepts and theoretical models in the field;
5. Analyze how politics of trade and finance affects development and regional integration.

Indicative Content

1. Ricardian trade model
2. Heckscher-Ohlin trade model
3. Trade policy (trade hampering vs. free trade)
4. Exchange rates
5. Exchange rates regimes – cost-benefit analysis
6. Selected case studies in international economics.
7. Evolution of world economy from different perspectives
8. International Political Economy in an Age of Globalization
9. The Modern Capitalist World Economy: A Historical Overview
10. Adam Smith and Ordoliberalism
11. The Political Economy of Freiburg School
12. The concept of Social Market Economy

Teaching and Learning

This module will be taught by means of seminars and self-directed study.

Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam.

Student activity and time spent on each activity comprises:

Guided	0 hours	(0%)
Lecture	30 hours	(20%)
Self guided	90 hours	(60%)
Seminar	30 hours	(20%)
Workshop	0 hours	(0%)
Total	150 hours	

Method of Assessment (normally assessed as follows)

Essay (30% - 5 Credits): 2000 words; contributes to learning outcomes 1, 2, 3, 4

Midterm exam (30% - 4 Credits): 60 minutes; contributes to learning outcomes 1, 2

Final exam (40% - 6 Credits): 100 minutes; contributes to learning outcomes 1, 2, 3, 4, 5

Re-sit

Students failing any component of assessment, at the first attempt, are entitled to one re-sit attempt. This will be by new examination and/or new coursework scheduled for the next assessment opportunity. For coursework, if more than one element existed in the first attempt, this may be combined into one assessment for re-sit

Date of last amendment

27.10.2016

3. MODULE RESOURCES

Essential Reading

Krugman, P. R., Obstfeld, M. (2006) *International Economics: Theory and Policy*, 6th Edition, Addison Wesley

Recommended Reading

- Jamilov, R., Akbar, Y.H. (2015) *Neo-Transitional Economics*. Bradford : Emerald.
Palan, R. (2013) *Global Political Economy: Contemporary Theories*. Hoboken : Taylor and Francis
Sally, R. (2002) *Classical Liberalism and International Economic Order Studies in Theory and Intellectual History*. Hoboken : Taylor and Francis
Smith, R., El-Anis, I., Farrands, C. (2014) *International Political Economy in the 21st Century Contemporary Issues and Analyses*. Hoboken : Taylor and Francis

Students are also encouraged to read periodicals that deal with the topic of international economics, policy and relations. These include, but are not limited to: *The Economist*, *Wall Street Journal*

Required Equipment

None.

4. MODULE ORGANISATION

Module leader

Name	Tomasz Napiórkowski, Martin Dahl
E-mail	napiorkowski.tomasz@gmail.com , m.dahl@lazariski.edu.pl

Length and month of examination

100 minutes in January

Expected teaching timetable slots

Note that some tutorials/seminars may be provided at times other than those shown below. Timetable information should be verified with the School responsible for the module

No timetable information available

Subject Quality and Approval information

Board of Study	Faculty Collaborative Provision Committee
Subject Assessment Board	Faculty Council, Faculty of Economics and Management

Shortened title

Date of approval by FCPC 2 March 2018

INTRODUCTION TO INTERNATIONAL RELATIONS

1. MODULE SUMMARY

Aims and Summary

The course has a dual purpose. Firstly, it aims to familiarize students with basic approaches to the study of International Relations and secondly it provides students with an understanding of the main issues and events in the history of IR and diplomacy. In terms of the first purpose the course will introduce basic vocabulary to enhance student apprehension of International Relations. It will also present key theories that can be used to analyse and explain the behaviour of actors on the international stage. Regarding the second purpose the course will focus on important interactions between states from the beginning of the modern state system at the Peace of Westphalia up to our contemporary times. Factors such as warfare over the ages, diplomacy, geopolitics and the impact of globalisation will be given special attention during class discussion.

Module Size and credits

CATS points	20.0
ECTS credits	10.0
Total student study hours	200
Number of weeks	12
School responsible	Łazarski University, Faculty of Economics and Management
Academic Year	2018-2019

Entry Requirements (pre-requisites and co-requisites)

N/A

Excluded Combinations

None

Composition of module mark (including weighting of components)

Coursework 60%, composed of one in-class exam

Final exam 40%

Pass requirements

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. final exam and coursework). Re-assessment: coursework component(s) and/or examination as appropriate.

Special Features

None

Course stages for which this module is mandatory

BA Year 1 International Relations

Course stages for which this module is a core option

None

2. TEACHING, LEARNING AND ASSESSMENT

Intended Module Learning Outcomes

By the end of the course students should be able to:

1. Demonstrate an understanding of the principal notions and concepts in International

- Relations;
2. Identify and analyse main events which have shaped the development of international relations and diplomacy;
 3. Analyse and theorise the drivers which shape world politics in the contemporary world.

Indicative Content

Introduction to International Relations indicative content

- Levels of analysis in international relations
- Power and sovereignty
- War in international relations
- Theories of international relations
- International security mechanisms
- International systems
- The role of law in international relations
- Economy, trade and international relations
- Contemporary security challenges
- Human rights in international relations

History of International Relations indicative content

- Politics in the Middle-ages and the emergence of Italian renaissance diplomacy
- The Peace of Westphalia and the establishment of the modern state system
- European relations in the 18th century and in the beginning of the 19th century
- Diplomacy in 19th century Europe and the 'Great Concert Era'
- The causes of WWI
- The Treaty of Versailles and the causes of WWII
- World politics during the Cold War
- International relations after the fall of the Berlin Wall and the emergence of US hegemony
- Globalisation in International Relations
- 9/11 and its consequences
- The future of International Relations

Teaching and Learning

This module will be taught by means of lectures, workshops, and self-directed study.

Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam.

Student activity and time spent on each activity comprises:

Guided	0 hours	(0%)
Lecture	60 hours	(30%)
Self guided	110 hours	(55%)
Seminar	0 hours	(0%)
Workshop	30 hours	(15%)
Total	200 hours	

Method of Assessment (normally assessed as follows)

The intended learning outcomes will be assessed as follows:

One in-class exam (60% – 12 Credits): 120 minutes; contribute to learning outcomes 1, 2, 3

Final exam (40% – 8 Credits): 120 minutes; contributes to learning outcomes 1, 2, 3

Re-sit

Students failing any component of assessment, at the first attempt, are entitled to one re-sit attempt. This will be by new examination and/or new coursework scheduled for the next assessment opportunity. For coursework, if more than one element existed in the first attempt, this may be combined into one assessment for re-sit.

Date of last amendment

27-10-2016

3. MODULE RESOURCES

Essential Reading

John Baylis, Steve Smith & Patricia Owens, *The Globalization of World Politics, An introduction to international relations*. Oxford University Press 2011, 5th ed.

Paul Kennedy, *The Rise and Fall of the Great Powers*. Vintage, 1989.

John Young, *International Relations since 1945: A Global History*. Oxford University Press, 2004.

Recommended Reading

Robert Jackson, Georg Sorensen, *Introduction to International Relations, Theories & Approaches*. 6th ed., Oxford University Press 2016.

Colin S. Gray, *War, Peace and International Relations: An Introduction to Strategic History*. 2007.

Henry Kissinger, *Diplomacy*. Simon & Schuster. 1994.

John J. Mearsheimer, *The Tragedy of Great Power Politics*. 2001.

Donald Snow, *Cases in International Relations*. 2011

Kendall Stiles, *Case Histories in International Politics*. 2010.

Fareed Zakaria, *The Post-American World and the Rise of the Rest*. Penguin Group. 2009.

Required Equipment

None.

4. MODULE ORGANISATION

Module leader

Name	Dr. Spasimir Domaradzki
E-mail	spasimir.domaradzki@lazarski.pl

Length and month of examination

120 minutes in June

Expected teaching timetable slots

Note that some tutorials/seminars may be provided at times other than those shown below.

Timetable information should be verified with the School responsible for the module

No timetable information available

Subject Quality and Approval information

Board of Study	Faculty Collaborative Provision Committee
Subject Assessment Board	Faculty Council, Faculty of Economics and Management

Shortened title

Date of approval by FCPC

15 February 2017

INTRODUCTION TO POLITICAL PHILOSOPHY

1. MODULE SUMMARY

Aims and Summary

This course introduces students to fundamentals of Political Philosophy through reading and discussing books on politics and state written by some of the greatest minds in European tradition. Students are expected to read the books under discussion and appropriate chapters from the reading lists before the class. This course aims to acquaint the students with main political ideas and concepts relating the best theoretical order, which preoccupied the ancient and mediaeval philosophers and with the best practical order which modern thinkers have been and still are interested in. The course also focuses on analysing and building arguments; on various methods and standards of critical thinking (introducing students to classics of critical thought) and on evaluating sources of information.

Module Size and credits

CATS points	20.0
ECTS credits	10.0
Total student study hours	200
Number of weeks	12
School responsible	Łazarski University, Faculty of Economics and Management
Academic Year	2018-2019

Entry Requirements (pre-requisites and co-requisites)

N/A

Excluded Combinations

None

Composition of module mark (including weighting of components)

Coursework 60%, composed of essay assignment (3000-4000 words)

Final exam 40%

Pass requirements

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. final exam and coursework). Re-assessment: coursework component(s) and/or examination as appropriate.

Special Features

None

Course stages for which this module is mandatory

BA Year 2 International Relations (level 5)

Course stages for which this module is a core option

None

2. TEACHING, LEARNING AND ASSESSMENT

Intended Module Learning Outcomes

By the end of the course students should be able to:

1. Characterise the main ideas and concepts of political philosophy in the Western tradition and their evolution;
2. Identify principal concerns of pre-modern and modern theories, as well as the main differences between them;
3. Apply an understanding of intellectual European tradition to other areas of study;
4. Apply the principles of critical thinking to writing with and without the use of outside sources.

Indicative Content

- Intro: What is philosophy and political philosophy; first Greek thinkers; Socrates and the Sophists
- Plato, *Apology*, *Republic*
- Aristotle, *Politics*; *Nicomachean Ethics*
- Aristotle's *Metaphysics*; St. Augustine, *City of God*; excerpts from the Bible
- St. Thomas, *Treatise on Law*
- Machiavelli, *Prince*; Sun Tzu, *Art of War*
- Hobbes, *Leviathan*
- Locke, *Second Treatise of Government*; lecture on Montesquieu
- Rousseau, *On the Social Contract*; *Emile*
- Marx-Engels, *Communist Manifesto*; Lecture on Kant's ethics and politics
- Mill Jr. *On Liberty*
- Nietzsche and a glance at post-modernism
- Basics of logic and argumentation building (generalization, analogy, cause and effect, deduction, logical fallacies).

Teaching and Learning

This module will be taught by means of seminars, workshops, and self-directed study.

Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam.

Student activity and time spent on each activity comprises:

Guided	0 hours	(0%)
Lecture	15 hours	(7 %)
Self guided	110 hours	(55%)
Seminar	45 hours	(23%)
Workshop	45 hours	(22%)
Total	200 hours	

Method of Assessment (normally assessed as follows)

The intended learning outcomes will be assessed as follows:

Paper (60% - 12 Credits): contributes to learning outcomes 1, 2, 3, 4

Final exam (40% - 8 Credits): 100 minutes; contributes to learning outcomes 1, 2, 3, 4

Re-sit

Students failing any component of assessment, at the first attempt, are entitled to one re-sit attempt. This will be by new examination and/or new coursework scheduled for the next

assessment opportunity. For coursework, if more than one element existed in the first attempt, this may be combined into one assessment for re-sit

Date of last amendment

17-09-2014

3. MODULE RESOURCES

Essential Reading

George H. Sabine (1973), *A History of Political Theory*, 4th ed., appropriate chapters for each class

Leo Strauss, Joseph Cropsey (2003), *History of Political Philosophy*, 3rd ed (textbook), appropriate chapters for each topic, recommended

Anthony Weston (2000), *A Rulebook for Arguments*, 3rd edition: Hackett Publishing.

Recommended Reading

John H. Hallowell (1984), *Main Currents in Modern Political Philosophy*, § 1-3; available in teaching materials under my name (2 copies)

Christopher Lazarski (2012), "Acton's Ideal Polity and its Alternatives," in *Power Tends to Corrupt: Lord Acton's Study of Liberty*

Harvey Mansfield (2006), *A Student's Guide to Political Philosophy*; library + teaching materials under my name (2 copies)

James Schall (1984), *The Politics of Heaven and Hell*, § 1-2

James Schall (1987), *Reason, Revelation, and the Foundation of Political Philosophy*, § 1-3;

Yves R. Simon, *Philosophy of Democratic Government*, § 1-4

Required Equipment

None.

4. MODULE ORGANISATION

Module leader

Name Dr. hab. Krzysztof Łazarski

E-mail k.lazarski@lazarski.edu.pl

Length and month of examination

100 minutes in January

Expected teaching timetable slots

Note that some tutorials/seminars may be provided at times other than those shown below.

Timetable information should be verified with the School responsible for the module

No timetable information available

Subject Quality and Approval information

Board of Study Faculty Collaborative Provision Committee

Subject Assessment Board Faculty Council, Faculty of Economics and Management

Shortened title

Date of approval by FCPC 2 March 2018

PRINCIPLES OF ECONOMICS

1. MODULE SUMMARY

Aims and Summary

The course will provide introduction to basic economic problems as well as basic concepts and methods of micro- and macroeconomics. From the perspective of microeconomics, the concepts of market, customer choice theory as well as different market structures theories will be presented. From the perspective of macroeconomics, the main goal of the course is to provide students with basic macroeconomic categories and models, to present mechanisms in the economy, to make them familiar with economic problems discussed in press.

Module Size and credits

CATS points	20.0
ECTS credits	10.0
Total student study hours	200
Number of weeks	12
School responsible	Łazarski University, Faculty of Economics and Management
Academic Year	2018-2019

Entry Requirements (pre-requisites and co-requisites)

N/A

Excluded Combinations

None

Composition of module mark (including weighting of components)

Coursework 60%, composed of two in-class exams 30% each;

Final exam 40%

Pass requirements

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. final exam and coursework). Re-assessment: coursework component(s) and/or examination as appropriate.

Special Features

None

Course stages for which this module is mandatory

BA Year 1 International Relations (level 4)

Course stages for which this module is a core option

None

2. TEACHING, LEARNING AND ASSESSMENT

Intended Module Learning Outcomes

By the end of the course students should be able to:

1. Understand how different entities make decisions under the assumption of rationality;
2. explain how supply and demand influence the allocation of resources between different types of activities and the impact of consumers' choice;

3. explain how companies in different market structures make decisions about price level and quantity of production;
4. explain how the economic mechanisms are implemented to promote development and stabilization, including fiscal and monetary policy.

Indicative Content

1. Introduction to economics and microeconomics and the market.
2. Elasticity.
3. Customers choice theory
4. Companies and production. Costs of production.
5. Introduction to different market structures; perfect competition and monopoly.
6. Monopolistic competition and oligopoly.
7. Introduction to macroeconomics; GDP and the goods market.
8. Fiscal policy.
9. Concept of money in macroeconomics. Monetary policies.
10. The IS-LM and AD-SRAS-LRAS models and policy mix.
11. Labor market and inflation.
12. Tracking of shocks through all models.

Teaching and Learning

This module will be taught by means of lectures, workshops, and self-directed study.

Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam.

Student activity and time spent on each activity comprises:

Guided	0 hours	(0%)
Lecture	60 hours	(30%)
Self guided	110 hours	(55%)
Seminar	0 hours	(0%)
Workshop	30 hours	(15%)
Total	200 hours	

Method of Assessment

Two in-class exams (60% – 12 Credits): 60 minutes each; contribute to learning outcomes 1-4

Final exam (40% – 8 Credits): 100 minutes; contributes to learning outcomes 1-4

Re-sit

Students failing any component of assessment, at the first attempt, are entitled to one re-sit attempt. This will be by new examination and/or new coursework scheduled for the next assessment opportunity. For coursework, if more than one element existed in the first attempt, this may be combined into one assessment for re-sit.

Date of last amendment

15-10-2016

3. MODULE RESOURCES

Essential Reading

Hubbard, G.P., O'Brien, A.P., "Economics", 3rd edition or newer, Pearson, 2010.

Recommended Reading

Students are recommended to read periodicals that focus on economic topics as current events will serve as the backstory to topics covered in class.

Required Equipment

None.

4. MODULE ORGANISATION

Module leader

Name Dr. Tomasz Napiórkowski

E-mail napiorkowski.tomasz@gmail.com

Length and month of examination

100 minutes in June

Expected teaching timetable slots

Note that some tutorials/seminars may be provided at times other than those shown below. Timetable information should be verified with the School responsible for the module

No timetable information available

Subject Quality and Approval information

Board of Study Faculty Collaborative Provision Committee

Subject Assessment Board Faculty Council, Faculty of Economics and Management

Shortened title

Date of approval by FCPC 2 March 2018

PRINCIPLES OF NATIONAL AND INTERNATIONAL LAW

1. MODULE SUMMARY

Aims and Summary

This module aims at providing students with a general but working knowledge and understanding of law, basic legal concepts and institutions with particular attention directed towards international public law.. Its objective is to make students familiar with the nature, purpose and various classifications of law, instruments and sources of law. It covers the main areas of law. Each issue is addressed from both civil law and common law perspectives, discussing commonalities and differences. Course includes extensive introductory survey of international public law (IPL), providing students with information about principal problems of international public law, both in theory and practice. During the course students will learn about the most relevant legal cases, as well as become acquainted with basic legal terminology. They will learn different doctrines and approaches to law. Participants should gain the ability to interpret international treaties and other documents as well as to analyse cases. The discussions should cover recent developments in international law and emerging domestic legal problems as well.

Module Size and credits

CATS points	20
ECTS credits	10
Total student study hours	200
Number of weeks	12
School responsible	Łazarski University, Faculty of Economics and Management
Academic Year	2018-2019

Entry Requirements (pre-requisites and co-requisites)

N/A

Excluded Combinations

None

Composition of module mark (including weighting of components)

Coursework 60%, composed of essay

Final exam 40%

Pass requirements

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. final exam and coursework). Re-assessment: coursework component(s) and/or examination as appropriate.

Special Features

None

Course stages for which this module is mandatory

BA Year 3 International Relations (level 6)

Course stages for which this module is a core option

None

2. TEACHING, LEARNING AND ASSESSMENT

Intended Module Learning Outcomes

By the end of the course students should be able to:

1. Recognize world legal systems and characterise them
2. Understand changes of law and emerging relevant legal problems
3. Understand basic legal terminology
4. Apply the precepts of international law to other areas of study
5. Understand the meaning and context of international jurisprudence and legal documents

Indicative Content

- Introduction: What is law? Law'S development, from ancient times till modernity
- Classification of law: continental vs common law, public vs private, natural vs positivist
- Sources of law and their hierarchy
- Subjects of law
- Constitutional law
- Administrative law vs. contract law/civil law
- Characteristic of civil proceedings and criminal proceedings in Poland
- History of International Law, International Law today
- Sources and subjects of International Law
- Recognition in International Law; Territorial Sovereignty
- International Jurisdiction and Immunities from Jurisdiction; Diplomatic and Consular Relations
- State Responsibility
- International Dispute Settlement
- International Organisations – United Nations Charter
- Human Rights and Humanitarian law
- European Union Law
- International Conflicts of Law

Teaching and Learning

This module will be taught by means of lectures, workshops, and self-directed study.

Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam.

Student activity and time spent on each activity comprises:

Guided	0 hours	(0 %)
Lecture	0 hours	(0 %)
Self guided	110 hours	(55 %)
Seminar	60 hours	(30 %)
Workshop	30 hours	(15 %)
Total	200 hours	

Method of Assessment (normally assessed as follows)

The intended learning outcomes will be assessed as follows:

Essay (60% - 12 Credits): 4000 words; contributes to learning outcomes 2, 4, 5

Final exam (40% - 4 Credits): 120 minutes; contributes to learning outcomes 1, 2, 3, 4, 5

Re-sit

Students failing any component of assessment, at the first attempt, are entitled to one re-sit attempt. This will be by new examination and/or new coursework scheduled for the next assessment opportunity. For coursework, if more than one element existed in the first attempt, this may be combined into one assessment for re-sit

Date of last amendment

28-10-2016

3. MODULE RESOURCES

Essential Reading

Jablonska-Bonca, J. *Introduction to Law*. LexisNexis, 2008;

Phil Harris, *An Introduction to Law*, Cambridge, 2016;

Sean D. Murphy, *Principles of International Law*, 2nd edition, Reuters, 2012.

Recommended Reading

Malcolm N. Shaw, *International Law*, 6th edition, Cambridge University Press, 2008;

The Constitution of the Republic of Poland of 2nd April 1997;

The Constitution of United States of America;

The Vienna Convention on the Law of Treaties;

Universal Declaration of Human Rights;

United Nations Charter;

Vienna Convention on Diplomatic Relations;

Phil Harris, *An Introduction to Law*. Cambridge University Press, 2016;

Shaw, Malcolm, N., *International Law*, 7th ed., Cambridge University Press, 2014;

Michel Rosenfeld and András Sajó, *The Oxford handbook of comparative constitutional law*, Oxford University Press, 2013;

Bradley, Anthony W. *Constitutional and administrative law*, Harlow: Pearson Longman, 2007;

Antonio Cassese, *International Law*, 2nd edition, Oxford University Press, 2005;

Mark W. Janis, *An Introduction to International Law*, 4th edition, Aspen Publishers, 2003;

Thomas Buergenthal, Sean D. Murphy, *Public International Law in a Nutshell*, 4th edition, Thomson West, 2006.

Required Equipment

None.

4. MODULE ORGANISATION

Module leader

Name Jerzy Zarzycki-Siek

E-mail jerzy.zarzycki@lazarzski.pl

Length and month of examination

120 minutes in January

Expected teaching timetable slots

Note that some tutorials/seminars may be provided at times other than those shown below.
Timetable information should be verified with the School responsible for the module
No timetable information available

Subject Quality and Approval information

Board of Study	Faculty Collaborative Provision Committee
Subject Assessment Board	Faculty Council, Faculty of Economics and Management
Shortened title	
Date of approval by FCPC	15 February 2017

STATISTICS, DEMOGRAPHICS AND IT METHODS

1. MODULE SUMMARY

Aims and Summary

To make students familiar with different types of data, statistical measures and methods of statistical and demographic analysis. The course will also provide students with the practical ability to compute numeric characteristics and carry out graphical illustration using Microsoft Office tools, as well as, compose good style text and presentations.

Module Size and credits

CATS points	20
ECTS credits	10
Total student study hours	200
Number of weeks	12
School responsible	Łazarski University, Faculty of Economics and Management
Academic Year	2018-2019

Entry Requirements (pre-requisites and co-requisites)

N/A

Excluded Combinations

None

Composition of module mark (including weighting of components)

Coursework 60%, composed of midterm exam 30%, demographic or statistical project 30%;
Final examination 40%

Pass requirements

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. final exam and coursework). Re-assessment: coursework component(s) and/or examination as appropriate.

Special Features

None

Course stages for which this module is mandatory

BA Year 1 International Relations (level 4)

Course stages for which this module is a core option

None

2. TEACHING, LEARNING AND ASSESSMENT

Intended Module Learning Outcomes

By the end of the course students should be able to:

1. Collect, analyse, and interpret statistical data.
2. Apply statistical methods to simple real situations.
3. Understand the essence of demographic processes.
4. Use software (such as Excel) in statistical analysis and compose good style text, tables and graphics.

Indicative Content

- Introduction to statistics. Data acquisition and management (data sets, data sources, experimental and observational studies, acquisition of data: interview, self-enumeration, questionnaires, errors in data);
- Data patterns (simple displays of quantitative data, frequency distributions, displays of qualitative data, displays of bi-and multivariate data)
- Summary measures for data (descriptive statistics: measures of position, variability and skewness)
- Regression (predicting Y from X, interpreting the regression coefficient, measuring how well a regression line fits the data)
- Analysis of Dynamics, Indexes
- Introduction to Demography; Data and methods of demographic analysis. Cross-section and cohort analysis; Demographic processes: fertility, mortality, migration. Demographic theories and population processes: in World and in Poland; Demographic change. Role of Demography in Social Policy.
- Microsoft Word: Creating and formatting a document from scratch; font, paragraph and section levels of formatting; styles, referencing tools and review tools; graphs, equations, tables and other data visualization tools
- Microsoft PowerPoint: Creating a presentation from scratch; working with tables and charts in power point; animation and transition tools;
- Microsoft Excel – Entering and editing data; smart tables; importing data; cell referencing and basic functions; conditional formatting, charts and other visualization tools in Excel; pivot tables and pivot charts.

Teaching and Learning

This module will be taught by means of lectures, seminars, workshops, and self-directed study.

Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam.

Student activity and time spent on each activity comprises:

Guided	0 hours	(0%)
Lecture	45 hours	(22%)
Self guided	110 hours	(55%)
Seminar	15 hours	(8%)
Workshop	30 hours	(15%)
Total	200 hours	

Method of Assessment (normally assessed as follows)

The intended learning outcomes will be assessed as follows:

Midterm exam (30% – 6 Credits): 90 minutes; contributes to learning outcomes 1-3

Demographic or statistical project (30% – 6 Credits): 1000 words paper; contributes to learning outcomes 1-4

Final exam (40% – 8 Credits): 120 minutes; contributes to learning outcomes 1-3

Re-sit

Students failing any component of assessment, at the first attempt, are entitled to one re-sit attempt. This will be by new examination and/or new coursework scheduled for the next assessment opportunity. For coursework, if more than one element existed in the first attempt, this may be combined into one assessment for re-sit.

Date of last amendment

18-10-2016

3. MODULE RESOURCES

Essential Reading

J. Alho, B. Spencer, *Statistical Demography and Forecasting*, Springer 2005.

S. Preston, P. Heuveline, M. Guillot, *Demography: Measuring and Modeling Population Processes*.

Walkenbach, John, 2016. *Excel 2016 Bible*, Wiley.

Recommended Reading

Foster L., Diamond I., Jefferies J., 2014. *Beginning Statistics. An Introduction for Social Scientists*. Second Edition, SAGE Publications Ltd

S.H. Murdock, D. Swanson. *Applied Demography in the 21st Century*, Springer 2008.

S. Ross, *Introductory Statistics*, Academic Press, 2005.

J. Walkenbach , H.Tyson, M. R. Groh, F. Wempen, L. A. Bucki, Office 2010-Bible, Amazon Wiley-Blackwell 2000.

Neter, J., Wasserman W. and G.A. Whitmore, *Applied Statistics*, fourth edition, Allyn and Bacon, 1993

Required Equipment

None.

4. MODULE ORGANISATION

Module leader

Name Dr Katarzyna Gmaj

E-mail k.gmaj@lazarowski.edu.pl

Length and month of examination

90 minutes in January

Expected teaching timetable slots

Note that some tutorials/seminars may be provided at times other than those shown below.

Timetable information should be verified with the School responsible for the module

No timetable information available

Subject Quality and Approval information

Board of Study Faculty Collaborative Provision Committee

Subject Assessment Board Faculty Council, Faculty of Economics and Management

Shortened title

Date of approval by FCPC 15 February 2017

WESTERN CIVILISATION I

1. MODULE SUMMARY

Aims and Summary

This course is an introduction to European Civilisation and society since antiquity until 1788 (before the French Revolution). It centers on interpretation of fundamental ideas and processes which shaped European identity, while facts and pure history are of secondary importance. The students are expected to know the basics from previous education, but the course has no formal pre-requisites. Workshops are an integral part of the entire course. They are to help the students to understand the topics reviewed during lectures as well as to review some extra material not covered by the lectures. They also help the teachers to check students' work. The course aims to show the birth and growth of principal ideas, concepts, institutions, and trends such as authority, liberty, equality, citizenship, limited vs. absolute power, state, society, and economic development in each of Europe's main epoch, Antiquity, Middle Ages and Early Modern Europe.

Module Size and credits

CATS points	15.0
ECTS credits	7
Total student study hours	150
Number of weeks	12
School responsible	Łazarski University, Faculty of Economics and Management
Academic Year	2018-2019

Entry Requirements (pre-requisites and co-requisites)

N/A

Excluded Combinations

None

Composition of module mark (including weighting of components)

Coursework 60%, composed of two in-class exams 30% each;

Final examination 40%

Pass requirements

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. final exam and coursework). Re-

assessment: coursework component(s) and/or examination as appropriate.

Special Features

None

Course stages for which this module is mandatory

BA Year 1 International Relations

Course stages for which this module is a core option

None

2. TEACHING, LEARNING AND ASSESSMENT

Intended Module Learning Outcomes

By the end of the course students should be able to:

1. Trace the origins of Western Civilisation and indicate the main sources of its uniqueness;
2. Critically evaluate the growth and decline of authority and liberty at each stage of European history and identify the forces which supported that growth or were against it;
3. Observe the evolution of state, its concept and practise throughout ages, and define differences between mediaeval and early modern European society;
4. Compare and discuss basic developments in Western and Eastern Europe

Indicative Content

- Prehistoric Man and Woman and the Oldest Civilizations: Egypt & Mesopotamia and Crete; Ancient Roots of European identity: Israel, Greece, Rome and Christianity. Main features of Greek and Roman civilisations. Byzantium and Islam.
- Middle Ages: "Barbaric Europe"; feudalism; state; estate and provincial rights; the growth of High Middle Ages and the crisis of Late Middle Ages; freedom in the Middle Ages
- Nation State; Renaissance and Reformation; Absolutism vs. Constitutionalism; Town and village—daily life
- East Europe: Case of Russia and the Polish-Lithuanian Commonwealth
- The Scientific Revolution and the Enlightenment

Teaching and Learning

This module will be taught by means of lectures, workshops, and self-directed study.

Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam.

Student activity and time spent on each activity comprises:

Guided	0 hours	(0%)
Lecture	45 hours	(30%)
Self guided	90 hours	(60%)
Seminar	0 hours	(0%)
Workshop	15 hours	(10%)
Total	150 hours	

Method ofTwo in-class exams (60% – 9 Credits): 60 minutes each; contribute to learning outcomes 2, 3

Final exam (40% – 6 Credits): 100 minutes; contributes to learning outcomes 1, 2, 3, 4

Date of last amendment

17-09-2014

3. MODULE RESOURCES

Essential Reading

John P. McKay et al (2008, or an earlier editions), *A History of Western Society* (§ 1-18, 20).
New York: Houghton Mifflin

or any other textbook on Western Civilization (our library has a rich choice of such textbooks)

Recommended Reading

Francis Bacon (1999), *New Atlantis*, in: (ed.) Susan Bruce, *Three Early Modern Utopias*, Oxford

Jean Bodin, *The Six Books of Commonwealth*, various editions, Book I, (selected fragments)

George Huppert (1998 or later eds), *After the Black Death: A Social History of Early Modern Europe*, New York, § 1-5, (library, teaching material on reserve under my name

Deyns Hays (1968), *Europe – The Emergence of An Idea*. Edinburgh

Russell Kirk, *The Roots of American Order*, 11-38 (class on Israel); 60-73 (class on Greece); 177-192 (class on the Middle Ages); library, teaching material on reserve under my name

Christopher Lazarski (2012), 'Liberty's Ancient Roots: From Ancient Israel to the Fall of the Roman Empire' in *Power Tends to Corrupt: Lord Acton's Study of Liberty* (available also in our student resources)

Thomas Moore (1999), *Utopia*, in: (ed.) Susan Bruce, *Three Early Modern Utopias*, Oxford

Pericles, *Funeral Oration* (fragments from Thucydides, *History of the Peloponnesian War*) - online

Jean-Pierre Vernant (1982), *The Origins of the Greek Thought*, New York

Required Equipment

None.

4. MODULE ORGANISATION

Module leader

Name Dr. hab. Krzysztof Łazarski

E-mail k.lazarski@lazarski.edu.pl

Length and month of examination

100 minutes in January

Expected teaching timetable slots

Note that some tutorials/seminars may be provided at times other than those shown below.

Timetable information should be verified with the School responsible for the module

No timetable information available

Subject Quality and Approval information

Board of Study Faculty Collaborative Provision Committee

Subject Assessment Board Faculty Council, Faculty of Economics and Management

Shortened title

Date of approval by FCPC 2 March 2018

WESTERN CIVILISATION II

1. MODULE SUMMARY

Aims and Summary

This is the second part of the survey course on Western Civilization which begins with the American and French Revolutions and ends in the present. Workshops are an integral part of the course: they are to help the students to understand the course and to check their work. The class aims to present long-term trends in the development of European and Western world. In particular it focuses on the impact of the Enlightenment and the French Revolution as well as on the triumph of liberalism, nationalism and communism. Furthermore, it attempts to show the roots of totalitarianism and the post-modern outlook.

Module Size and credits

CATS points	15.0
ECTS credits	7
Total student study hours	150
Number of weeks	12
School responsible	Łazarski University, Faculty of Economics and Management
Academic Year	2018-2019

Entry Requirements (pre-requisites and co-requisites)

Western Civilisation I or similar course

Excluded Combinations

None

Composition of module mark (including weighting of components)

Coursework 60%, composed of two in-class exams 30% each

Final examination 40%

Pass requirements

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. final exam and coursework). Re-assessment: coursework component(s) and/or examination as appropriate.

Special Features

None

Course stages for which this module is mandatory

BA Year 2 International Relations

Course stages for which this module is a core option

None

2. TEACHING, LEARNING AND ASSESSMENT

Intended Module Learning Outcomes

By the end of the course students should be able to:

1. Analyse the consequences of the Enlightenment and the French and Industrial Revolutions for Modern Europe;

2. Trace the origins and messages of main intellectual trends in the 19th-20th centuries;
3. Observe the stages of growth of European power and its decline, and understand the reasons for both developments;
4. Analyse World Wars, totalitarianism and understand their consequences for Europe and the world
5. Analyse the collapse of Communism and understand main developments in present Europe with its post-modern outlook.

Indicative Content

- The Age of Revolution: American, French and Industrial Revolutions
- Liberalism and conservatism, and nationalism and socialism
- Western Expansion: New imperialism
- 20th Century: the early modern period versus the late modern Europe; World Wars and totalitarianism
- Cold War and Communism; European integration
- 1989 and its Aftermath: Is liberalism the end of history?

Teaching and Learning

This module will be taught by means of seminars, workshops, and self-directed study.

Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam.

Student activity and time spent on each activity comprises:

Guided	0 hours	(0%)
Lecture	45 hours	(30%)
Self guided	90 hours	(60%)
Seminar	0 hours	(0%)
Workshop	15 hours	(10%)
Total	150 hours	

Method of Assessment (normally assessed as follows)

The intended learning outcomes will be assessed as follows:

Two in-class exams (60% – 9 Credits): 60 minutes each; contribute to learning outcomes 1, 2, 3, 4, 5,

Final exam (40% – 6 Credits): 100 minutes; contributes to learning outcomes 1, 2, 3, 4, 5, 6

Re-sit

Students failing any component of assessment, at the first attempt, are entitled to one re-sit attempt. This will be by new examination and/or new coursework scheduled for the next assessment opportunity. For coursework, if more than one element existed in the first attempt, this may be combined into one assessment for re-sit.

Date of last amendment

17-09-2014

3. MODULE RESOURCES

Essential Reading

John P. McKay et al (2003), *A History of Western Society* (chapters 19, 21-31)

or

any other textbook on Western Civilization (our library has a rich choice of such textbooks)

Recommended Reading

William Doyle (1980 or subsequent editions), *Origins of the French Revolution*, part I

Timothy Garton Ash (1983), *The Polish Revolution: Solidarity*, London

_____ (1993), *The Magic Lantern The Revolution of '89 Witnessed in Warsaw, Budapest, Berlin and Prague*. New York

John Gray (2003), *Al Qaeda and What It Means to be Modern*, London, § 1,7,8

Christopher Lazarski (2012), "The French Revolution: A Triumph of Revolutionary Tyranny," in *Power Tends to Corrupt: Lord Acton's Study of Liberty*, (teaching materials on our student resources)

Ortega y Gasset (1930 or subsequent editions), *The Revolt of the Masses*

Edward Said (1979 or other editions), *Orientalism*, New York

Timothy Snyder (2010), *Bloodlands: Europe between Hitler and Stalin* (New York: Basic Books), Introduction, § 1, 3-5,7-9; § Conclusion

Required Equipment

None.

4. MODULE ORGANISATION

Module leader

Name Dr. hab. Krzysztof Łazarski

E-mail k.lazarski@lazarski.edu.pl

Length and month of examination

100 minutes in June

Expected teaching timetable slots

Note that some tutorials/seminars may be provided at times other than those shown below. Timetable information should be verified with the School responsible for the module

No timetable information available

Subject Quality and Approval information

Board of Study Faculty Collaborative Provision Committee

Subject Assessment Board Faculty Council, Faculty of Economics and Management

Shortened title

Date of approval by FCPC 2 March 2018

ELECTIVE MODULE DESCRIPTORS

AMERICAN CIVILISATION

1. MODULE SUMMARY

Aims and Summary

The main objective of the module is to give the students a basic knowledge and understanding of American civilization starting with the basics of geography and economy, and then proceeding into the extensive coverage of the main characteristics of political culture. Then, the module will cover an outline of political, constitutional, and social history from colonial times to the present. The last part will deal with contemporary constitutional and political institutions as well as current political issues.

Module Size and credits

CATS points	10.0
ECTS credits	5.0
Total student study hours	100
Number of weeks	12
School responsible	Łazarski University, Faculty of Economics and Management
Academic Year	2018-2019

Entry Requirements (pre-requisites and co-requisites)

N/A

Excluded Combinations

None

Composition of module mark (including weighting of components)

Coursework 60%, composed of midterm exam 30%, research paper 30%

Final exam 40%

Pass requirements

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. final exam and coursework). Re-assessment: coursework component(s) and/or examination as appropriate.

Special Features

None

Course stages for which this module is mandatory

BA Year 2 International Relations (level 5)

Course stages for which this module is a core option

None

2. TEACHING, LEARNING AND ASSESSMENT

Intended Module Learning Outcomes

By the end of the course students should be able to:

1. Explain modern America as a distinctive civilisational entity;
2. Analyze issues from the history, society, politics and legal system of the US;

3. Assess critically the fundamental ideas which drive American society and understand the way they relate to the international scene.

Indicative Content

4. The global, political and economic position of the US: history and contemporary issues.
5. American political culture.
6. Colonial America, the Revolution and the Founding Period: Declaration of Independence 1776, the Constitution 1787.
7. The political, social and constitutional history: the Hamiltonian system, the Jeffersonian and Jacksonian revolutions, the Manifest Destiny, the slavery issue, the Civil War.
8. The rise of progressive liberalism and the New Deal, the Cold War and the rise of global America
9. The rise of the Supreme Court and its role as a vehicle of social change – from the Marshall Court to the Robert’s Court
10. The constitutional system: Congress, the President and his administration, the Supreme Court
11. The political system: the electoral system, parties, media, military.
12. The challenge of internal politics: minorities, affirmative action, feminism, the challenge of the welfare state, identity politics.
13. Foreign Policy in the aftermath of the Cold War: the new World’s System, the War on Terror and its implications.
14. The United States and the European Union – the political, military and economic relations.
15. The United States’ defense of national sovereignty against the Kantian international utopian order.

Teaching and Learning

This module will be taught by means of seminars, workshops, and self-directed study.

Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam.

Student activity and time spent on each activity comprises:

Guided	0 hours	(0%)
Lecture	0 hours	(0%)
Self guided	60 hours	(60%)
Seminar	30 hours	(30%)
Workshop	10 hours	(10%)
Total	100 hours	

Method of Assessment (normally assessed as follows)

The intended learning outcomes will be assessed as follows:

Midterm exam (30% – 3 Credits): 60 minutes; contributes to learning outcomes 1, 2, 3

Essay (30% – 3 Credits): around 1500 words; contributes to learning outcomes 1, 2, 3

Final exam (40% – 4 Credits): 100 minutes; contributes to learning outcomes 1, 2, 3

Re-sit

Students failing any component of assessment, at the first attempt, are entitled to one re-sit attempt. This will be by new examination and/or new coursework scheduled for the next assessment opportunity. For coursework, if more than one element existed in the first attempt, this may be combined into one assessment for re-sit

Date of last amendment

03-12-2015

3. MODULE RESOURCES

Essential Reading

Peter H. Schuck, James Q. Wilson (eds.), *Understanding America*, New York 2008

Jeremy Rabkin "*Law Without Nations?*", Princeton University Press, Princeton 2005.

Pierre Manent "*Democracy without Nations?*", ISI Books, Wilmington DE 2007.

Recommended Reading

Steffen W. Smith, Mack C. Shelley, Barbara A. Barber, *American Government and Politics Today, The Essentials 2015 – 2016 ed.*

Brian C. Anderson, *Democratic Capitalism and Its Discontents*, 2007.

David Mauk, John Oakland, *American Civilization: An Introduction*, 4th edition, 2005.

Harvey C. Mansfield, Delba Winthrop, 'Introduction' to Alexis de Tocqueville, *Democracy in America*, Chicago University Press 2004.

Required Equipment

None.

4. MODULE ORGANISATION

Module leader

Name Prof. Andrzej Bryk

E-mail apbryk@gmail.com

Length and month of examination

90 minutes in June

Expected teaching timetable slots

Note that some tutorials/seminars may be provided at times other than those shown below.

Timetable information should be verified with the School responsible for the module

No timetable information available

Subject Quality and Approval information

Board of Study Faculty Collaborative Provision Committee

Subject Assessment Board Faculty Council, Faculty of Economics and Management

Shortened title

Date of approval by FCPC 2 March 2018

AMERICAN RIGHTS AND FREEDOMS

1. MODULE SUMMARY

Aims and Summary

The main objective of the module is to introduce students into the American system of civil rights and liberties. The analysis revolves around the constitutional system of rights and liberties as contained in the Bill of Rights and its historical evolution as applied by the Supreme Court interpretation, in relation to changes in the American political culture and legal system. The major contemporary decisions of the Supreme Court are going to be analyzed and their diverse social, political as well as cultural consequences. At last, the American civil rights and liberties system will be looked upon in a context of the international system of human rights and a tension between the two systems in particular areas will be given due attention.

Module Size and credits

CATS points	10.0
ECTS credits	5.0
Total student study hours	100
Number of weeks	12
School responsible	Łazarski University, Faculty of Economics and Management
Academic Year	2018-2019

Entry Requirements (pre-requisites and co-requisites)

N/A

Excluded Combinations

None

Composition of module mark (including weighting of components)

Coursework 60%, composed of research paper

Final exam 40%

Pass requirements

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. final exam and coursework). Re-assessment: coursework component(s) and/or examination as appropriate.

Special Features

None

Course stages for which this module is mandatory

BA Year 3 International Relations (level 6)

Course stages for which this module is a core option

None

2. TEACHING, LEARNING AND ASSESSMENT

Intended Module Learning Outcomes

By the end of the course students should be able to:

1. Demonstrate an understanding of the modern, complex, and controversial field of civil rights and liberties in the universal context
2. Analyze versatile subjects taken from history, society, politics, legal system
3. Identify and assess critically ideas which drive American society as a fundamentally rights conscious society;
4. Explain the connection between the US understanding of rights and the international rights culture.

Indicative Content

5. The Anglo-Saxon tradition of rights and its American reception, the Declaration of Independence 1776, the Virginia Bill of Rights, the Constitution and the federal Bill of Rights, the XIV Amendment and the incorporation of the Bill of Rights into the state system.
6. The Supreme Court's emergence as the main interpreter of individual rights, the 'living Constitution' doctrine, the unwritten fundamental rights in the Constitution and the Culture Wars over interpretation of rights.
7. The 1st Amendment: freedom of religion and the establishment clauses.
8. The 1st Amendment: freedom of speech, assembly and petition of government; the II Amendment: the right to bear arms.
9. The importance of the XIV Amendment in American constitutional system of rights.
10. Procedural Due Process and Substantive Due Process; modern Contract Clause Doctrine; the Taking Clause.
11. Procedural rights in criminal and civil cases; rights of the accused; death penalty and its international implications;
12. Privacy rights and reproductive rights: the abortion controversy, 'homosexual marriage' controversy etc.
13. Slavery and its political and cultural history; the Civil Rights Revolution and its consequences.
14. Women and equal rights: three phases of the feminist movement; affirmative action controversies; other selected issues and rights: e.g. immigration.
15. Transnational justice and the American understanding of rights.
16. The United States and the human rights culture as an issue of culture war's controversies

Teaching and Learning

This module will be taught by means of seminars, workshops, and self-directed study.

Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam.

Student activity and time spent on each activity comprises:

Guided	0 hours	(0%)
Lecture	0 hours	(0%)
Self guided	60 hours	(60%)
Seminar	30 hours	(30%)

Workshop 10 hours (10%)

Total 100 hours

Method of Assessment

Essay (60% – 6 Credits): 2000 words; contributes to learning outcomes 1, 2, 3, 4

Final exam (40% – 4 Credits): 120 minutes; contributes to learning outcomes 1, 2, 3, 4

Re-sit

Students failing any component of assessment, at the first attempt, are entitled to one re-sit attempt. This will be by new examination and/or new coursework scheduled for the next assessment opportunity. For coursework, if more than one element existed in the first attempt, this may be combined into one assessment for re-sit.

Date of last amendment

25-10-2016

3. MODULE RESOURCES

Essential Reading

David J. Bodenhamer, *Our Rights*, 2006 (or paperback version)

Steffen W. Smith, Mack C. Shelley, Barbara A. Barber *American Government and Politics Today: Essentials 2011-2012*, 2011

Recommended Reading

Robert P. George (ed.), *Great Cases in Constitutional Law*, 2002

Jeremy Rabkin, *Law Without Nations?*, Princeton University Press, Princeton 2005

Required Equipment

None.

4. MODULE ORGANISATION

Module leader

Name Prof. Andrzej Bryk

E-mail apbryk@gmail.com

Length and month of examination

120 minutes in June

Expected teaching timetable slots

Note that some tutorials/seminars may be provided at times other than those shown below.

Timetable information should be verified with the School responsible for the module

No timetable information available

Subject Quality and Approval information

Board of Study Faculty Collaborative Provision Committee

Subject Assessment Board Faculty Council, Faculty of Economics and Management

Shortened title

Date of approval by FCPC 15 February 2017

CONTEMPORARY CHALLENGES TO GLOBALIZATION

1. MODULE SUMMARY

Aims and Summary

The recent international events, such as the breaches of security fulfilled through terroristic attacks, the military conflicts in Ukraine and Syria, the global refugee crisis, the BREXIT referendum in the UK, and the highly contested American elections of 2016, question the classical concept of Globalization. While the new practices of addressing the aforementioned issues are still in development we live in the era of radical transformation of global configurations of power. The process of Globalization altered not only the public spheres of our life, but entered the social sphere, re-designing the approaches toward culture, identity and everyday life. The aim of the module is to encourage the students to critically analyze the recent events in a form of the case studies of the challenges on the international arena, in order to ponder upon new solutions for them. The module is designed in the form of the consecutive seminars, discussing up-to-date publications on the topic.

Module Size and credits

CATS points	10.0
ECTS credits	5.0
Total student study hours	100
Number of weeks	12
School responsible	Łazarski University, Faculty of Economics and Management
Academic Year	2018-2019

Entry Requirements (pre-requisites and co-requisites)

N/A

Excluded Combinations

None

Composition of module mark (including weighting of components)

Coursework 60%, composed of an essay

Final exam 40%

Pass requirements

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. final exam and coursework). Re-assessment: coursework component(s) and/or examination as appropriate.

Special Features

None

Course stages for which this module is mandatory

BA Year 3 International Relations (level 6)

Course stages for which this module is a core option

None

2. TEACHING, LEARNING AND ASSESSMENT

Intended Module Learning Outcomes

By the end of the course students should be able to:

1. Analyze the impact of globalization on states, societies and economies;
2. Critically assess the materials in press and literature;
3. Understand the main causes and factors, which challenge the former rules and practices in addressing international issues;
4. Demonstrate the ability to search for new solutions o contemporary issues and look for good models of conduct in particular cases.

Indicative Content

- Historical roots of Globalization. Its development till current state.
- International Terrorism (Case of Paris, Brussels, Nice)
- Military Conflicts (Ukraine, Syria)
- Refugees and Displaced
- Global inequality – global division of labor
- Losing identity in the era of consumerism
- *Vox populi*: behind the Brexit Referendum
- Post-truth politics in elections' campaigns (Clinton vs. Trump)
- The rise of nationalism as challenge for Globalization
- Liquid Businesses or Virtual Business Environment strategies

Teaching and Learning

This module will be taught by means of seminars and self-directed study.

Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam.

Student activity and time spent on each activity comprises:

Guided	0 hours	(0%)
Lecture	0 hours	(0%)
Self guided	60 hours	(60%)
Seminar	30 hours	(30%)
Workshop	10 hours	(10%)
Total	100 hours	

Method of Assessment (normally assessed as follows)

The intended learning outcomes will be assessed as follows:

Essay (60% – 6 Credits): 2000 words along with paper presentation;
contributes to learning outcomes 1, 2, 3.

Final exam (40% – 4 Credits): 120 minutes; contributes to learning outcomes 1, 2, 3.

Re-sit

Students failing any component of assessment, at the first attempt, are entitled to one re-sit attempt. This will be by new examination and/or new coursework scheduled for the next assessment opportunity. For coursework, if more than one element existed in the first attempt, this may be combined into one assessment for re-sit

Date of last amendment

30-09-2016

3. MODULE RESOURCES

Essential Reading

Stiglitz, J. (2015). *The Great Divide*, London: Penguin Books.

Ritzer, G. (2011). *Globalization: The Essentials*, Oxford: Wiley-Blackwell.

Recommended Reading

Bauman, Z. (2000). *Globalization: The Human Consequences*, New York: Columbia University Press.

Bauman, Z. (2007). *Consuming Life*, Cambridge: Polity Press.

Bauman, Z. (2013). *Does the Richness of the Few Benefit Us All?* Cambridge: Polity Press.

Klein, N. (2010). *No Logo*, New York: Picador.

Mason, P. (2015). *Post Capitalism: A Guide to Our Future*, London: Penguin Books

Sassen, S. (1999). *Globalization and Its Discontents*, New York: New York Press.

Stiglitz, J. (2013). *The Price of Inequality: How Today's Divided Society Endangers Our Future*, New York & London: W. W. Norton & Company.

Stiglitz, J. (2016). *The Euro: And Its Threat to the Future of Europe*, London: Penguin Books.

Required Equipment

None

4. MODULE ORGANISATION

Module leader

Name Dr. Iryna Polets

E-mail iryna.polets@gmail.com

Length and month of examination

120 minutes in June

Expected teaching timetable slots

Note that some tutorials/seminars may be provided at times other than those shown below.

Timetable information should be verified with the School responsible for the module

No timetable information available

Subject Quality and Approval information

Board of Study Faculty Collaborative Provision Committee

Subject Assessment Board Faculty Council, Faculty of Economics and Management

Shortened title

Date of approval by FCPC 15 February 2017

DIPLOMACY

1. MODULE SUMMARY

Aims and Summary

The module presents the idea of diplomacy as an important tool of state's foreign policy but notices also the popular concept of diplomacy as an "art" of peaceful and effective achieving of aims. Following the remarks concerning functions and historical evolution of diplomacy, the module defines specific structures and forms of diplomatic activity at its bilateral and multilateral level as well as mechanisms and instruments at diplomacy's disposal. The classes refer at the same time to challenges the diplomacy faces at the beginning of the XXI century.

The aim of the module is to make students familiar with the specificity and complex character of diplomacy as an instrument used by the state in its foreign policy. The module is to present the evolution of diplomatic structures, decision-making processes and functions. Against the background of diplomatic and consular law as well as principles of diplomatic protocol discussion is going to focus on specific mechanisms and instruments in diplomatic efforts. Understanding diplomacy as political activity the classes is also to refer to the idea of diplomacy as an "art" of persuasion and effectiveness not only in foreign policy. At the same time the module is to answer the question on the role of diplomacy in the contemporary globalized and dynamic world.

Module Size and credits

CATS points	10.0
ECTS credits	5.0
Total student study hours	100
Number of weeks	12
School responsible	Łazarski University, Faculty of Economics and Management
Academic Year	2018-2019

Entry Requirements (pre-requisites and co-requisites)

N/A

Excluded Combinations

None

Composition of module mark (including weighting of components)

Coursework 60%, composed of midterm exam 30%, essay 30%

Final exam 40%

Pass requirements

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. final exam and coursework). Re-assessment: coursework component(s) and/or examination as appropriate.

Special Features

None

Course stages for which this module is mandatory

BA Year 2 International Relations (level 5)

Course stages for which this module is a core option

None

2. TEACHING, LEARNING AND ASSESSMENT

Intended Module Learning Outcomes

By the end of the course students should be able to:

1. Explain the role and functions of diplomacy as a complex tool of state's foreign policy.
2. Identify the major historical milestones in evolution of diplomacy as well as the specificity of diplomacy at its bilateral, multilateral and special missions level.
3. Assess critically the structure and decision-making process in the Ministry of Foreign Affairs and foreign missions as well as different roles of diplomatic staff, including specificity of consular tasks.
4. Demonstrate an understanding of the basic rules and principles of diplomatic protocol.
5. Identify and explain basic mechanisms and instruments in diplomatic activity, including specificity of diplomatic correspondence and use of modern technologies in diplomacy.

Indicative Content

- State as a subject of international relations
- Historical forms of diplomacy
- Diplomacy and its functions
- Diplomatic and consular law
- Ministry of Foreign Affairs
- The concept of Foreign Service – diplomatic service and bilateral diplomacy
- The concept of Foreign Service – consular service
- Multilateral diplomacy and special diplomatic missions
- Privileges and immunities in diplomacy
- Mechanisms and instruments of diplomacy
- Correspondence in diplomacy
- Diplomatic protocol – still in use?
- “Art” of diplomacy – myth or reality?
- New challenges for diplomacy

Teaching and Learning

This module will be taught by means of seminars, workshops, and self-directed study.

Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam.

Student activity and time spent on each activity comprises:

Guided	0 hours	(0%)
Lecture	0 hours	(0%)
Self guided	60 hours	(60%)
Seminar	30 hours	(30%)
Workshop	10 hours	(10%)
Total	100 hours	

Method of Assessment (normally assessed as follows)

The intended learning outcomes will be assessed as follows:

Midterm exam (30% – 3 Credits): 60 minutes; contributes to learning outcomes 1, 2, 3, 4

Paper (30% – 3 Credits): 1500 words; contributes to learning outcomes 3, 4, 5

Final exam (40% – 4 Credits): 100 minutes; contributes to learning outcomes 1, 2, 3, 4, 5

Re-sit

Students failing any component of assessment, at the first attempt, are entitled to one re-sit attempt. This will be by new examination and/or new coursework scheduled for the next assessment opportunity. For coursework, if more than one element existed in the first attempt, this may be combined into one assessment for re-sit

Date of last amendment

17-08-2014

3. MODULE RESOURCES

Essential Reading

G. R. Berridge, *Diplomacy: Theory and Practice*, 4th edition, Houndmills, Basingstoke, Hampshire; New York; Palgrave Macmillan, 2010.

K. Hamilton, R. Langhorn, *The Practice of Diplomacy: its Evolution, Theory and Administration*, London, New York; Routledge 2010

Ch.W. Freeman, *Arts of Power. Statecraft and Diplomacy*, Washington, United States Institute of Peace, 2000 (Part II and III)

Recommended Reading

Pauline Kerr, Geoffrey Wiseman, 2013. *Diplomacy in a Globalized World: Theories and Practices*, Oxford University Press.

Required Equipment

None.

4. MODULE ORGANISATION

Module leader

Name Jerzy Zarzycki-Siek

E-mail jerzy.zarzycki@lazarowski.pl

Length and month of examination

100 minutes in June

Expected teaching timetable slots

Note that some tutorials/seminars may be provided at times other than those shown below. Timetable information should be verified with the School responsible for the module

No timetable information available

Subject Quality and Approval information

Board of Study Faculty Collaborative Provision Committee

Subject Assessment Board Faculty Council, Faculty of Economics and Management

Shortened title

Date of approval by FCPC 2 March 2018

EAST ASIA

1. MODULE SUMMARY

Aims and Summary

The aim of the module is to provide students with knowledge of the major regions of East Asia: China, Japan, North and South Korea, Taiwan and Vietnam in broad context: historical, cultural, geographical, socio-economical and political. The emphasis will be put on the foreign relations issue.

Module Size and credits

CATS points 10.0

ECTS credits 5.0

Total student study hours 100

Number of weeks 12

School responsible Łazarski University, Faculty of Economics and Management

Academic Year 2018-2019

Entry Requirements (pre-requisites and co-requisites)

N/A

Excluded Combinations

None

Composition of module mark (including weighting of components)

Coursework 60%, composed of essay

Final exam 40%

Pass requirements

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. final exam and coursework). Re-assessment: coursework component(s) and/or examination as appropriate.

Special Features

None

Course stages for which this module is mandatory

BA Year 3 International Relations (level 6)

Course stages for which this module is a core option

None

2. TEACHING, LEARNING AND ASSESSMENT

Intended Module Learning Outcomes

By the end of the course students should be able to:

1. Assess the political and cultural development of each major East Asian country in its historical context
2. Identify, define, and analyze current business and political problems of each East Asian country studied
3. Demonstrate an understanding of social and economic problems of each East Asian country studied
4. Analyze the advantages and disadvantages of the region in the context of future

development.

Indicative Content

A. China

1. Chinese modern history and its relations to contemporary issues:
2. China's geography, population, etc.
3. China political and administrative system
4. International relations
5. China's economy transformation
6. Face, *Guanxi*
7. Ideology and nationalism
8. Social changes

B. Vietnam

1. Vietnamese Culture origins, Vietnam's modern history, contemporary Vietnam: wars heritage, China's "smaller copy", mixture of cultures and influences

C. Japan

1. Japanese Culture origins (indigenous or Chinese?), Japan modern history
2. Contemporary Japan economic success, Social problems in contemporary Japan

D. Korea

1. Korean Culture origins, independent state versus Chinese influence, Korea as a state, modern history, Japanese occupation, Korean War, Country division
2. Contemporary Korea
 - a) North Korea: *juche* ideology, Kim Il Sung eternal president, military regime, North Korea nowadays
 - b) South Korea: generals power, strikes and unrests, economic success, South Korea nowadays

Summary – East Asia nowadays and perspectives for future

Teaching and Learning

This module will be taught by means of seminars, workshops, and self-directed study.

Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam.

Student activity and time spent on each activity comprises:

Guided	0 hours	(0%)
Lecture	0 hours	(0%)
Self guided	60 hours	(60%)
Seminar	30 hours	(30%)
Workshop	10 hours	(10%)
Total	100 hours	

Method of Assessment (normally assessed as follows)

The intended learning outcomes will be assessed as follows:

Essay (60% – 6 Credits): 3000 words; contributes to learning outcomes 1, 2, 3

Final exam (40% – 4 Credits): 120 minutes; contributes to learning outcomes 1, 2, 3, 4

Re-sit

Students failing any component of assessment, at the first attempt, are entitled to one re-sit attempt. This will be by new examination and/or new coursework scheduled for the next assessment opportunity. For coursework, if more than one element existed in the first attempt, this may be combined into one assessment for re-sit

Date of last amendment

25-10-2016

3. MODULE RESOURCES

Essential Reading

Luis D. Hayes, 2012, *Political systems of East Asia. China Korea and Japan*, M. E. Sharpe

Hunter Alan, Sexton Jay, 1999, *Contemporary China*, Palgrave Macmillan

Zheng, Y., 2013. *Contemporary China: A History since 1978*, Blackwell History of the Contemporary World. Wiley.

Recommended Reading

Mackerras, Colin, 1995, *East and Southeast Asia*, Lynne Rienner Publishers

Holcombe, C., 2017. *A History of East Asia*. Cambridge University Press

Lim, T.C., 2014. *Politics in East Asia: Explaining Change and Continuity*. Lynne Rienner Publishers.

Required Equipment

None.

4. MODULE ORGANISATION

Module leader

Name Dr. Jarosław Jura

E-mail juraja@o2.pl

Length and month of examination

120 minutes in June

Expected teaching timetable slots

Note that some tutorials/seminars may be provided at times other than those shown below.

Timetable information should be verified with the School responsible for the module

No timetable information available

Subject Quality and Approval information

Board of Study Faculty Collaborative Provision Committee

Subject Assessment Board Faculty Council, Faculty of Economics and Management

Shortened title

Date of approval by FCPC 15 February 2017

EASTERN EUROPEAN POLITICS

1. MODULE SUMMARY

Aims and Summary

This module has its aim to uncover the factors influencing politics of the Eastern European states. One should consider in this regards the cultural and historical background common for the states in the region and their differences in political and economic priorities. Except this, the module will focus on the cases of successful transition, negative and positive impacts of the post-communist legacy, changes in post-2004 public policies, democratization and adoption of European values, and other features. It will also demonstrate how politics in Eastern Europe are influenced by the EU and Russian engagement. The policies of such states as Poland, Ukraine, Belarus, Czech Republic, Slovak Republic, Hungary, Romania, Bulgaria, Baltic and Balkan States will be addressed.

Module Size and credits

CATS points	10.0
ECTS credits	5.0
Total student study hours	100
Number of weeks	12
School responsible	Łazarski University, Faculty of Economics and Management
Academic Year	2018-2019

Entry Requirements (pre-requisites and co-requisites)

N/A

Excluded Combinations

None

Composition of module mark (including weighting of components)

Coursework 60%, composed of midterm exam 30%; essay 30%

Final exam 40%

Pass requirements

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. final exam and coursework). Re-assessment: coursework component(s) and/or examination as appropriate.

Special Features

None

Course stages for which this module is mandatory

BA Year 2 International Relations

Course stages for which this module is a core option

None

2. TEACHING, LEARNING AND ASSESSMENT

Intended Module Learning Outcomes

By the end of the course students should be able to:

1. Demonstrate an understanding of the complexity of Eastern European politics

2. Explain how political institutions and civil society interact with one another in Eastern Europe
3. Analyze the outcome of policies pursued by the Eastern European states
4. Assess the geopolitical importance of the region and its dependencies on other global actors including Russia, EU and USA

Indicative Content

- Introduction: Defining Eastern Europe and its place in the world
- A short history of Eastern Europe since 1945. Communistic legacy and European transition.
- Eastern Europe between the EU and Russia. Regionalisation of the Eastern Europe
- Democratisation in the Eastern Europe. Internal and External Security Threats.
- Poland as a Growing European Power
- Ukraine, Belarus, and Their Manoeuvring Between East and West
- Baltic States on Their “Way Back” to Europe
- The emergence of Central Europe, Poland, Czech Republic, Slovakia, and Hungary
- The Balkans, Prejudices and Reality
- The Western Balkans, from integration to disintegration and back
- The Eastern Balkans – the permanent satellites?
- General overview and conclusion. Future of Eastern Europe

Teaching and Learning

This module will be taught by means of seminars and self-directed study.

Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam.

Student activity and time spent on each activity comprises:

Guided	0 hours	(0%)
Lecture	0 hours	(0%)
Self guided	60 hours	(60%)
Seminar	40 hours	(40%)
Workshop	0 hours	(0%)
Total	100 hours	

Method of Assessment (normally assessed as follows)

The intended learning outcomes will be assessed as follows:

Midterm test (30% – 3 Credits): 60 minutes; contributes to learning outcomes 1, 2, 3

Essay (30% – 3 Credits): 1500 words; contributes to learning outcomes 2, 3, 4

Final exam (40% – 4 Credits): 100 minutes; contributes to learning outcomes 1, 2, 3, 4

Re-sit

Students failing any component of assessment, at the first attempt, are entitled to one re-sit attempt. This will be by new examination and/or new coursework scheduled for the next assessment opportunity. For coursework, if more than one element existed in the first attempt, this may be combined into one assessment for re-sit

Date of last amendment

05-02-2014

3. MODULE RESOURCES**Essential Reading**

Wolchik, S. L., and Curry, J. L. (2011). *Central and East European Politics: From Communism to Democracy*. 2nd ed. Rowman & Littlefield Publishers, Inc.

Recommended Reading

Frucht, R. (2000). *Encyclopedia of Eastern Europe: From the Congress of Vienna to the Fall of Communism*. Garland Publishing, Inc.

Kogan, I., Gebel M., and Noelke C. (2008). *Europe Enlarged: A handbook of education, labour and welfare regimes in Central and Eastern Europe*. The Policy Press, University of Bristol

Kaplan, R. (2005). *Balkan Ghosts: A journey through history*. Picador St. Martin's Press, New York

Todorova, M. (1997). *Imaging the Balkans*. Oxford University Press

Wieck, H-G., and Malerius, S. (2011). *Belarus and the EU: from isolation towards cooperation*. Centre for European Studies and Konrad Adenauer Stiftung

Rotschild, J., and Wingfield, N. M. (2000). *Return to diversity: a political history of East Central Europe since World War II*. Oxford University Press

Required Equipment

None.

4. MODULE ORGANISATION**Module leader**

Name Dr Ostap Kushnir

Dr Spasimir Domaradzki
o.kushnir@lazariski.edu.pl

E-mail
spasimir.domaradzki@lazariski.pl

Length and month of examination

100 minutes in June

Expected teaching timetable slots

Note that some tutorials/seminars may be provided at times other than those shown below.

Timetable information should be verified with the School responsible for the module

No timetable information available

Subject Quality and Approval information

Board of Study Faculty Collaborative Provision Committee

Subject Assessment Board Faculty Council, Faculty of Economics and Management

Shortened title

Date of approval by FCPC 2 March 2018

ETHNIC CLEANSING AND DISPLACEMENT IN THE MODERN WORLD

1. MODULE SUMMARY

Aims and Summary

This module focuses on major incidents and theories surrounding displacement and ethnic cleansing in the Twentieth Century. It will deal with major incidents of ethnic cleansing and displacement such as the Armenian genocide, the Treaty of Lausanne between Turkey and Greece and displacement in the Second World War and its aftermath. In addition it will look at theories surrounding displacement and ethnic cleansing and focus on organisations dealing with the displaced. In the process it will analyse in a transnational and comparative perspective the pressures which lead groups to carry out ethnic cleansing, what the experience of ethnic cleansing was like for those who experienced it and what displacement and ethnic cleansing tells us about the nature of the modern state.

Module Size and credits

CATS points 10.0

ECTS credits 5.0

Total student study hours 100

Number of weeks 12

School responsible Łazarski University, Faculty of Economics and Management

Academic Year 2018-2019

Entry Requirements (pre-requisites and co-requisites)

N/A

Excluded Combinations

None

Composition of module mark (including weighting of components)

Coursework 60%, composed of essay

Final exam 40%

Pass requirements

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. final exam and coursework). Re-assessment: coursework component(s) and/or examination as appropriate.

Special Features

None

Course stages for which this module is mandatory

BA Year 3 International Relations (level 6)

Course stages for which this module is a core option

None

2. TEACHING, LEARNING AND ASSESSMENT

Intended Module Learning Outcomes

By the end of the course students should be able to:

1. Demonstrate an understanding of an area of political science which is new and

relatively unexplored

2. Assess critically the actions of states and societies in times of war
3. Display an awareness of what led to the most important examples of mass violence in the Twentieth Century

Indicative Content

1. Introduction: Theories of Genocide, ethnic cleansing and displacement
2. Displacement and ethnic cleansing before the 20th century
3. The Armenian Genocide
4. Greek-Turkish exchanges, the Treaty of Lausanne
5. Soviet national deportations in the 1930's
6. Ethnic cleansing in the Second World War
7. Ethnic cleansing and displacement in Europe in the war's aftermath
8. Ethnic cleansing and displacement in the Indian partition 1947
9. Ethnic cleansing and displacement in Palestine 1948
10. Ethnic cleansing and displacement in the Wars of Yugoslav succession
11. Ethnic Cleansing and displacement in Rwanda
12. Ethnic cleansing and displacement and course conclusions

Teaching and Learning

This module will be taught by means of seminars, workshops, and self-directed study.

Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam.

Student activity and time spent on each activity comprises:

Guided	0 hours	(0%)
Lecture	0 hours	(0%)
Self guided	60 hours	(60%)
Seminar	30 hours	(30%)
Workshop	10 hours	(10%)
Total	100 hours	

Method of Assessment (normally assessed as follows)

The intended learning outcomes will be assessed as follows:

Essay (60% – 6 Credits): 3000 words; contributes to learning outcomes 1, 2, 3

Final exam (40% – 4 Credits): 120 minutes; contributes to learning outcomes 1, 2, 3

Re-sit

Students failing any component of assessment, at the first attempt, are entitled to one re-sit attempt. This will be by new examination and/or new coursework scheduled for the next assessment opportunity. For coursework, if more than one element existed in the first attempt, this may be combined into one assessment for re-sit

Date of last amendment

17-08-2014

3. MODULE RESOURCES

Essential Reading

Michael Mann, *The Dark Side of Democracy: Explaining Ethnic Cleansing* (2004)
Norman Naimark, *Fires of Hatred, Ethnic Cleansing in Twentieth Century Europe* (2001)

Recommended Reading

Kate Brown, *A Biography of No Place* (2005)
Robert Gellately and Ben Kiernan, *The Specter of Genocide: Mass Murder in Historical Perspective* (2003)
Benny Morris, *The Birth of the Palestinian Refugee Problem Revisited* (2004)
Gerard Prunier, *Darfur: A 21st Century Genocide, Third Edition* (2008)
Chiro, D., McCauley, C. *Why Not Kill Them All? The Logic and Prevention of Mass Political Murder*. Princeton: Princeton University Press (2010)
Davidson, L., *Genocide, Political Violence, Human Rights: Cultural Genocide*. Piscataway, NJ, USA Rutgers University Press (2012)
Kevorkian, R. *The Armenian Genocide, A Complete History*, London: I.B.Tauris (2011)
Van Der Wilt, H., Vervliet, J., Sluiter, G., Houwinkten Cate, J. (2012) *The Genocide Convention. The Legacy of 60 Years*. Leiden: BRILL (2012)

Required Equipment

None.

4. MODULE ORGANISATION

Module leader

Name Dr. Christopher Lash
E-mail christopherglash@yahoo.co.uk

Length and month of examination

120 minutes in June

Expected teaching timetable slots

Note that some tutorials/seminars may be provided at times other than those shown below.
Timetable information should be verified with the School responsible for the module
No timetable information available

Subject Quality and Approval information

Board of Study	Faculty Collaborative Provision Committee
Subject Assessment Board	Faculty Council, Faculty of Economics and Management
Shortened title	
Date of approval by FCPC	15 February 2017

HUMAN RIGHTS IN THE POST-SOVIET SPACE

1. MODULE SUMMARY

Aims and Summary

The module examines the question of human rights in the countries of the former Soviet Union. Some emphasis will also be given to the issue of human rights in other countries of the former Warsaw Pact, such as Poland, the Czech Republic or Hungary. The main objective of the module is a comprehensive overview of selected problems in human rights in Russia, Ukraine, Belarus or Moldova, as well as in the Caucasian countries (Armenia, Azerbaijan, Georgia) and in the countries of Central Asia: Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan. The problems under discussion will be analyzed from a multidisciplinary point of view (political, legal, historical).

Module Size and credits

CATS points 10.0

ECTS credits 5.0

Total student study hours 100

Number of weeks 12

School responsible Łazarski University, Faculty of Economics and Management

Academic Year 2018-2019

Entry Requirements (pre-requisites and co-requisites)

N/A

Excluded Combinations

None

Composition of module mark (including weighting of components)

Coursework 60%, composed of midterm exam 30%, oral presentation with written report 30%
Final exam 40%

Pass requirements

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. final exam and coursework). Re-assessment: coursework component(s) and/or examination as appropriate.

Special Features

None

Course stages for which this module is mandatory

BA Year 2 International Relations (level 5)

Course stages for which this module is a core option

None

2. TEACHING, LEARNING AND ASSESSMENT

Intended Module Learning Outcomes

By the end of the course students should be able to:

1. Demonstrate an understanding of the idea of human rights and contemporary standards for their protection
2. Identify key human rights questions

3. Acknowledge problems with human rights in different countries of the post-Soviet space
4. Assess the influence exerted by Russia on countries of Central Asia, the Caucasus as well as Eastern Europe and East Central Europe
5. Analyze new trends in the field of human rights protection.

Indicative Content

- What are human rights? The UN Universal Declaration of Human Rights, the UN International Covenant on Civil and Political Rights, the European Convention on Human Rights, and the EU Charter of Fundamental Rights.
- The problem of human rights in the former Soviet Union.
- Civil liberties and other human rights in Russia after 1991.
- The question of human rights in the Commonwealth of Independent States.
- Human rights in the Baltic states (Estonia, Latvia, Lithuania).
- Human rights in Belarus, Moldova and Ukraine.
- Human rights in the Caucasian area (Armenia, Azerbaijan, Georgia).
- The problem of human rights in Central Asia (Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan).
- Human rights in selected countries of Central and Eastern Europe (the Czech Republic, Hungary, Poland).
- Consolidation.
- Economic conditions and the problem of human rights in the post-Soviet space.
- Theories of international relations, human rights and the Russian foreign policy.
- Censorship in the countries of the former Soviet Union.
- Human rights NGOs in Russia and other post-Soviet countries.
- Human rights greatest challenges in the countries of the former Soviet Union.

Teaching and Learning

This module will be taught by means of seminars, workshops, and self-directed study.

Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam.

Student activity and time spent on each activity comprises:

Guided	0 hours	{0%}
Lecture	0 hours	{0%}
Self guided	60 hours	{60%}
Seminar	30 hours	{30%}
Workshop	10 hours	{10%}
Total	100 hours	

Method of Assessment

Midterm exam (30% – 3 Credits): 60 minutes; contributes to learning outcomes 2, 3, 4

Oral presentation with written report (30% – 3 Credits): 1500 words, contributes to learning outcomes 1, 3, 5

Final exam (40% – 4 Credits): 100 minutes; contributes to learning outcomes 1, 2, 3, 4, 5

Re-sit

Students failing any component of assessment, at the first attempt, are entitled to one re-sit attempt. This will be by new examination and/or new coursework scheduled for the next assessment opportunity. For coursework, if more than one element existed in the first attempt, this may be combined into one assessment for re-sit

Date of last amendment

17-08-2014

3. MODULE RESOURCES

Essential Reading

P. Juviler, *Freedom's Ordeal: The Struggle for Human Rights and Democracy in Post-Soviet States* (2011).

F.J.L. Feldbrugge, W.B. Simons (eds.), *Human Rights in Russia and Eastern Europe: Essays I in Honor of Ger. P. van den Berg*, Kluwer Law International (2002).

J. D. Weiler, *Human Rights in Russia: A Darker Side of Reform* (2004).

Required Equipment

None.

4. MODULE ORGANISATION

Module leader

Name Prof. Wiesław Wactawczyk

E-mail w_waclawczyk@op.pl

Length and month of examination

100 minutes in June

Expected teaching timetable slots

Note that some tutorials/seminars may be provided at times other than those shown below.

Timetable information should be verified with the School responsible for the module

No timetable information available

Subject Quality and Approval information

Board of Study Faculty Collaborative Provision Committee

Subject Assessment Board Faculty Council, Faculty of Economics and Management

Shortened title

Date of approval by FCPC 15 February 2017

IMAGINING AND GOVERNING EUROPE

1. MODULE SUMMARY

Aims and Summary

This module is the advanced continuation of the 3rd semester core module 'European Integration'. Its aim is to deepen the students' ability to analyze Europe's transformations and its different social and political constructions, where the European Union is only one possible way of integrating 'Europe' and its most recent manifestation. As discussed in 'European integration' module, European politics is based on many different intellectual and historical facets. However, many discussions on Europe are located within the continuum of euro-enthusiasm and euro-skepticism. Tony Judt once stated that "contemporary discussions on Europe's perspectives tend to sway loosely between Pangloss and Cassandra; between optimistic certainty and terrifying prophecy". Such a situation is very convenient for "enthusiasts" and "skeptics" of Europe. It allows for a clear separation of easily predicable positions in a debate, but – as it will be argued during the module – there are not interesting from the cognitive perspective and should not be copied or validated in academic discussions. The module's aim is to look at identity, idea and political practices conducted in the name of 'Europe' in the way that it will go beyond such continent binary opposition and focus on some advanced state-of-the-art European studies analyses. The main focus of the module is to show the link between the way different political actors imagine the space of 'Europe' and the political instrument they propose, implement and use to govern such imagined space of 'Europe'.

CATS points	10.0
ECTS credits	5.0
Total student study hours	100
Number of weeks	12
School responsible	Łazarski University, Faculty of Economics and Management
Academic Year	2018-2019

Entry Requirements (pre-requisites and co-requisites)

N/A

Excluded Combinations

None

Composition of module mark (including weighting of components)

Coursework 60%, composed of a paper

Final exam 40%

Pass requirements

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component. Lower mark leads to a re-sit exam for the failed component.

Special Features

None

Course stages for which this module is mandatory

BA Year 2 International Relations (level 5)

Course stages for which this module is a core option

None

2. TEACHING, LEARNING AND ASSESSMENT

Intended Module Learning Outcomes

By the end of the course students should be able to:

1. Demonstrate an advanced understanding of identity, idea and practices of politics in Europe
2. Understand the way historical and political discourses shape the politics of Europe
3. Explain how policies, institutions, and society influence each other in the European context
4. Analyze the interaction between imagining and governing Europe.

Indicative Content

- Introduction: Imagining and Governing Europe
- Europe's transitions and transformation
- Postcolonial Europe
- Integration (Seeing like a High Authority) and Enlargement
- Making European Space
- Borders of Europe
- Neighborhoods of Europe
- Cosmopolitan Europe
- Knowledge and Authority - European Diplomacy and Bureaucracy
- Politics of Becoming European
- Europe in Crisis

Teaching and Learning

This module will be taught by means of seminars, workshops, and self-directed study.

Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam.

Student activity and time spent on each activity comprises:

Guided	0 hours	(0%)
Lecture	0 hours	(0%)
Self guided	60 hours	(60%)
Seminar	30 hours	(30%)
Workshop	10 hours	(10%)
Total	100 hours	

Method of Assessment (normally assessed as follows)

The intended learning outcomes will be assessed as follows:

Paper (60% – 6 Credits): 3000 words; contributes to learning outcomes 1, 2, 3, 4

Final exam (40% – 4 Credits): 100 minutes; contributes to learning outcomes 1, 2, 3, 4

Re-sit

Students failing any component of assessment, at the first attempt, are entitled to one re-sit attempt. This will be by new examination and/or new coursework scheduled for the next

assessment opportunity. For coursework, if more than one element existed in the first attempt, this may be combined into one assessment for re-sit

Date of last amendment

29-10-2016

3. MODULE RESOURCES

Essential Reading

Bellier I. and Wilson, T. M. (2000), *An Anthropology of the European Union. Building, Imagining and Experiencing the New Europe*, Blumsbury Academics

Favell, A. and Guiraudon V. (ed.) (2011), *Sociology of the European Union*, Palgrave Macmillan.

Rumford, Ch. (ed.) (2009), *The SAGE Handbook of European Studies*, SAGE Publications.

Outhwaite, W. (2016), *Europe Since 1989. Transitions and Transformations*, Routledge.

Recommended Reading

Bialasiewicz, L. (ed.) (2011), *Europe in the World*, Ashgate.

Delanty, G. (2013), *Formations of European Modernity. A Historical and Political Sociology of Europe*, Palgrave Macmillan.

Delanty, G. (1995), *Inventing Europe. Idea, Identity, Reality*, Palgrave Macmillan.

Delanty, G. (2008), *Europe and Asia. Beyond East and West*, Routledge.

Delanty G., Rumford Ch. (2005), *Rethinking Europe. Social Theory and the Implications of Europeanization*, Routledge.

Follis, K. (2012), *Building Fortress Europe. The Polish-Ukrainian Frontier*, University of Pennsylvania Press.

Huysmans, J. (2006), *The Politics of Insecurity. Security, Migration & Asylum in the EU*, Routledge.

Kuus, M. (2007), *Geopolitics Reframed. Security and Identity in Europe's Eastern Enlargement*, Palgrave Macmillan.

Kuus, M. (2014), *Geopolitics and Expertise. Knowledge and Authority in European Diplomacy*, Wiley Blackwell.

McNeill, D. (2004), *New Europe: Imagined Spaces*, Hodder Arnlod.

Malksoo, M. (2010), *The politics of becoming European*, Routledge.

Outhwaite, W. (2016), *Europe Since 1989. Transitions and Transformations*, Routledge

Outhwaite, W. (2016), *Contemporary Europe*, Routledge.

Outhwaite, W. (2008), *European Society, Polity*.

Outhwaite, W. (2017), *Brexit. Sociological Responses*, Anthem.

Rumford, Ch. (ed.) (2009), *The SAGE Handbook of European Studies*, SAGE Publications.

Shore, C. (2000), *The Cultural Politics of European Integration*, Routledge.

Stacul, J.; Moutsou, Ch. and Kopnina, H. (ed.) (2006), *Crossing European Boundaries. Beyond Conventional Geographical Categories*, Berghahn Books.

Walters, W and Haahr, J.H. (2005), *Governing Europe. Discourse, Governmentality and European Integration*, Routledge.

Zarczyki, T. (2014), *Ideologies of Easteness in Central and Eastern Europe*, Routledge.

Zielonka, J. (2002), *Europe Unbound. Enlarging and Reshaping the boundaries of the European Union*, Routledge.

Zielonka, J. (2007), *Europe as Empire. The Nature of Enlarged Europe*, Oxford University Press.

Required Equipment

None.

4. MODULE ORGANISATION

Module leader

Name Dr Jan Grzymski

E-mail j.grzymski@lazarowski.edu.pl

Length and month of examination

100 minutes in June

Expected teaching timetable slots

Note that some tutorials/seminars may be provided at times other than those shown below.

Timetable information should be verified with the School responsible for the module

No timetable information available

Subject Quality and Approval information

Board of Study Faculty Collaborative Provision Committee

Subject Assessment Board Faculty Council, Faculty of Economics and Management

Shortened title

Date of approval by FCPC 2 March 2018

ISSUES IN SPORT AND INTERNATIONAL RELATIONS

1. MODULE SUMMARY

Aims and Summary

Despite the oft-repeated statement that sport and politics do not mix, sport plays an increasingly important role in the world of International Relations. From the organisation of sporting mega-events by authoritarian rulers attempting to present a friendly face to the watching international media, to the targeting of said events by terrorist organisations, no-one can deny the contemporary relevance of sport. The module aims to show the impact of sport on the world of IR. In doing so it will focus on, amongst other things, how actors in IR have sought to utilise sport to fulfil their aims. We will see how states have used sports and how different forms of state – communist, fascist, authoritarian and liberal democracies – have often had very different attitudes on this front. We will also look at International Sporting Organisations (such as FIFA and the IOC) their governance methods and scandals which currently affect them. The module will draw on both historical and contemporary examples to offer students an appreciation of the world of sport and IR.

Module Size and credits

CATS points	10.0
ECTS credits	5.0
Total student study hours	100
Number of weeks	12
School responsible	Łazarski University, Faculty of Economics and Management
Academic Year	2018-2019

Entry Requirements (pre-requisites and co-requisites)

N/A

Excluded Combinations

None

Composition of module mark (including weighting of components)

Coursework, composed of essay 60%,

Final exam 40%

Pass requirements

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. final exam and coursework). Re-assessment: coursework component(s) and/or examination as appropriate.

Special Features

None

Course stages for which this module is an elective

BA Year 2 International Relations (level 5)

Course stages for which this module is a core option

None

2. TEACHING, LEARNING AND ASSESSMENT

Intended Module Learning Outcomes

By the end of the course students should be able to:

1. Identify the key areas in which sport and IR are linked;
2. Critically assess literature and arguments related to the study of sports and IR;
3. Demonstrate an ability to write analytical pieces of work based on theoretical constructs

Indicative Content

- Globalism and the spread of international sport
- Sport, the state and IR
- The Political economy of sport
- International organisations and Sport – a focus on FIFA and the International Olympic Committee (IOC)
- Sporting mega-events (e.g. The Olympics and the World Cup) as part of a nation's soft-power strategy
- Terrorism and sport – security and the targeting of sporting mega-events
- Colonialism and its aftermath and sport
- National identity, nationalism and sport
- Sports as a way of spreading human rights norms
- Doping and sport – the development of an international doping system

Teaching and Learning

This module will be taught by means of lectures, workshops, and self-directed study.

Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam.

Student activity and time spent on each activity comprises:

Guided	0 hours	(0%)
Lecture	30 hours	(30%)
Self guided	60 hours	(60%)
Seminar	0 hours	(0%)
Workshop	10 hours	(10%)
Total	100 hours	

Method of Assessment (normally assessed as follows)

The intended learning outcomes will be assessed as follows:

Essay (60% – 6 Credits): 3,000 words, contributes to learning outcomes 1, 2, 3

Final exam (40% – 4 Credits): 100 minutes; contributes to learning outcomes 1, 2, 3

Re-sit

Students failing any component of assessment, at the first attempt, are entitled to one re-sit attempt. This will be by new examination and/or new coursework scheduled for the next assessment opportunity. For coursework, if more than one element existed in the first attempt, this may be combined into one assessment for re-sit

Date of last amendment

13-10-2016

3. MODULE RESOURCES**Essential Reading**

Roger Levermore and Adrian Budd, *Sports and International Relations: an Emerging Relationship*. Routledge, 2004.

Andrei S. Markovits and Lars Rensmann, *Gaming the World: How Sports are Reshaping Global Politics and Culture*. Princeton University Press, 2010.

Recommended Reading

Alan Tomlinson and Christopher Young (eds.), *National Identity and Global Sports Events, Culture, Politics and Spectacle in the Olympics and the Football World Cup*. State University of New York Press, 2006.

David G. McComb, *Sports in World History*, Routledge, 2004.

Franklin Foer, *How Soccer Explains the World: An Unlikely Theory of Globalisation*. HarperCollins, 2004.

John Bale and Mike Cronin (eds.), *Sport and Postcolonialism*. Bloomsbury Academic, 2003.

Pierre Arnaud and Jim Riordan (eds.), *Sport and International Politics: Impact of Fascism and Communism on Sport*. Routledge, 1998.

Arnaud, P., Riordan, J. *Sport and International Politics Impact of Fascism and Communism on Sport*. Hoboken : Taylor and Francis, 2013.

Hayes, G., Karamichas, J. *Olympics games, mega-events, and civil societies: globalization, environment, resistance*. Basingstoke, Hampshire: Palgrave Macmillan, 2012

Keys, B.J. *Globalizing Sport National Rivalry and International Community in the 1930s*. Cambridge : Harvard University Press, 2013

Required Equipment

None.

4. MODULE ORGANISATION**Module leader**

Name Dr. Christopher Lash

E-mail christopherglash@yahoo.co.uk

Length and month of examination

100 minutes in June

Expected teaching timetable slots

Note that some tutorials/seminars may be provided at times other than those shown below.

Timetable information should be verified with the School responsible for the module

No timetable information available

Subject Quality and Approval information

Board of Study Faculty Collaborative Provision Committee

Subject Assessment Board Faculty Council, Faculty of Economics and Management

Shortened title

Date of approval by FCPC 2 March 2018

MEDIA AND POLITICS

1. MODULE SUMMARY

Aims and Summary

To provide students with survey knowledge of the relations between media and politics in the contemporary world. The range of issues includes such topics as the principle of freedom of speech and its implications for international relations, media and democracy, media and authoritarian regimes, media and inner politics in selected countries, the Internet and its impact on political activities.

Module Size and credits

CATS points	10.0
ECTS credits	5.0
Total student study hours	100
Number of weeks	12
School responsible	Łazarski University, Faculty of Economics and Management
Academic Year	2016-2017

Entry Requirements (pre-requisites and co-requisites)

N/A

Excluded Combinations

None

Composition of module mark (including weighting of components)

Coursework 60%, composed of research paper, 2500-3000 words, Final exam 40%.

Pass requirements

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. final exam and coursework). Re-assessment: coursework component(s) and/or examination as appropriate.

Special Features

None

Course stages for which this module is mandatory

BA Year 2 International Relations (level 5)

Course stages for which this module is a core option

None

2. TEACHING, LEARNING AND ASSESSMENT

Intended Module Learning Outcomes

By the end of the course students should be able to:

1. Analyse and discuss relations between freedom of speech, censorship and the world of media and politics.
2. Demonstrate an understanding of the free speech case law of the US Supreme Court and the European Court of Human Rights in Strasbourg.

3. Display a knowledge of media theory.
4. Assess and evaluate media markets in different countries.
5. Identify and discuss current problems concerning the world of media and politics.

Indicative Content

- Mass media in democratic countries and authoritarian regimes.
- Freedom of speech, media and politics from a historical perspective.
- The principle of freedom of speech and the media in the United States and the case-law of the US Supreme Court.
- The European standards of freedom of expression and the case-law of the European Court of Human Rights in Strasbourg.
- Media and the problem of freedom of expression in Russia.
- The question of free speech and freedom of the media in China.
- The role of the media in contemporary authoritarian regimes (e.g. Belarus, Burma, Cuba, North Korea, Turkmenistan).
- Hallin and Mancini's analysis of media systems and its contemporary application.
- Media ethics.
- Politics, the question of truth and free marketplace of ideas.
- Rhetoric, propaganda and interpretation.
- Stereotypes, media and politics.
- Politics, great speeches and media.
- Media and political populism.
- New media and politics.
- Global media and politics.

Teaching and Learning

This module will be taught by means of seminars, workshops, and self-directed study.

Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam.

Student activity and time spent on each activity comprises:

Guided	0 hours	(0%)
Lecture	0 hours	(0%)
Self guided	60 hours	(60%)
Seminar	30 hours	(30%)
Workshop	10 hours	(10%)
Total	100 hours	

Method of Assessment (normally assessed as follows)

The intended learning outcomes will be assessed as follows:

Essay (60% – 6 Credits): 3000 words; contributes to learning outcomes 1, 3, 5

Final exam (40% – 4 Credits): 100 minutes; contributes to learning outcomes 1, 2, 3, 4, 5

Re-sit

Students failing any component of assessment, at the first attempt, are entitled to one re-sit attempt. This will be by new examination and/or new coursework scheduled for the next

assessment opportunity. For coursework, if more than one element existed in the first attempt, this may be combined into one assessment for re-sit

Date of last amendment

23-10-2016

3. MODULE RESOURCES

Essential Reading

F. S. Siebert, T. Peterson, W. Schramm, *Four Theories of the Press*, University of Illinois Press, Urbana 1963.

W. Waclawczyk, *Classic Defenders of Freedom of Speech*, Toruń 2012.

A. Sajó, *Freedom of Expression*, Institute of Public Affairs, Warsaw 2004.

- B. Dobek-Ostrowska and M. Głowacki (eds.), *Comparing Media Systems in Central Europe. Between Commercialisation and Politicization*, Wydawnictwo Uniwersytetu Wrocławskiego, Wrocław 2008.
- E. D. Cohen, *Philosophical Issues in Journalism*, Oxford University Press, New York – Oxford 1992.
- K. Sanders, *Ethics and Journalism*, SAGE Publications, London 2006.
- Chris Wells et al., “How Trump Drove Coverage to the Nomination: Hybrid Media Campaigning, *Political Communication*,” 2016, 33:4, pp. 669-676.
- Brian L. Ott “The age of Twitter: Donald J. “Trump and the politics of debasement, *Critical Studies in Media Communication*,” 2017, 34:1, 59-68.
- James Bowman, *Faking it and making it*, New Criterion, January 2017

Required Equipment

None.

4. MODULE ORGANISATION

Module leader

Name Dr. Marcin Zaborowski

E-mail marcin.e.zaborowski@gmail.com

Length and month of examination

100 minutes in June

Expected teaching timetable slots

Note that some tutorials/seminars may be provided at times other than those shown below.

Timetable information should be verified with the School responsible for the module

No timetable information available

Subject Quality and Approval information

Board of Study Faculty Collaborative Provision Committee

Subject Assessment Board Faculty Council, Faculty of Economics and Management

Shortened title

Date of approval by FCPC 2 March 2018

POWER AND CONTROL – CRITICAL OVERVIEW

1. MODULE SUMMARY

Aims and Summary

The conventional accounts of power are mostly limited to the boundaries of states, law, public institutions, international organizations or political doctrines. However, they very often neglect the fact that power can be strongly embedded in other human relations, which are not always seen as a power relation precisely because they exceed the formal area of control. The module approach aims at analytical opening to a wide range of phenomena which exert today a great deal of control on human beings, while they are not always presented in terms of the power relations by the conventional political analyses. Particular attention will be paid to understanding the way people are being engaged in contemporary forms of entertainment and consumption; how they are subject to different forms of surveillance in daily life ranging from the Internet through the media to the urban space; or last but not least how their lives are being constantly framed within and disciplined by the different forms of corporate management and governance (e.g. by catchy phrases like 'risk management', 'audit practices' or 'expert rule' etc.). All these practices are often presented as neutral and inevitable in the 'globalized world' and they are just taken for granted by political scientists in their analyses. Therefore, the module will focus on uncovering how these practices could be seen as power relations; in what way they strengthen or undermine the democratic premises of contemporary societies; and how they are being resisted by some people. It will give students a general critical overview on different contemporary forms of power and control.

Module Size and credits

CATS points	10.0
ECTS credits	5.0
Total student study hours	100
Number of weeks	12
School responsible	Łazarski University, Faculty of Economics and Management
Academic Year	2016-2017

Entry Requirements (pre-requisites and co-requisites)

N/A

Excluded Combinations

None

Composition of module mark (including weighting of components)

Coursework 60%, composed of paper

Final exam 40%

Pass requirements

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. final exam and coursework). Re-assessment: coursework component(s) and/or examination as appropriate.

Special Features

None

Course stages for which this module is mandatory

BA Year 3 International Relations (level 6)

Course stages for which this module is a core option

None

2. TEACHING, LEARNING AND ASSESSMENT

Intended Module Learning Outcomes

By the end of the course students should be able to:

1. Demonstrate an understanding of different types of power and control
2. Evaluate the role of contemporary means of controlling people
3. Explain the mechanisms of power relations beyond the formal/legal area
4. Analyse the political actions conducted in the name of entertainment, consumption or management and security of people
5. Assess critically strands, tendencies and developments connected with contemporary forms of power and control

Indicative Content

PART I – ENTERTAINMENT AND CONSUMPTION

- Public Sphere and Journalism
- Show Business
- Reality show
- Consumption

PART II – MANAGING PEOPLE

- Disciplinary society
- Technology
- Expert rule
- Audit management

PART III – FREEDOM VS. SECURITY

- Risk society
- Surveillance practices
- Urban control

Teaching and Learning

This module will be taught by means of seminars, workshops, and self-directed study.

Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam.

Student activity and time spent on each activity comprises:

Guided	0 hours	(0%)
Lecture	0 hours	(0%)
Self guided	60 hours	(60%)
Seminar	30 hours	(30%)
Workshop	10 hours	(10%)

Total 100 hours

Method of Assessment (normally assessed as follows)

The intended learning outcomes will be assessed as follows:

Paper (60% – 6 Credits): 3000 words; contributes to learning outcomes 4, 5

Final exam (40% – 4 Credits): 120 minutes; contributes to learning outcomes 1, 2, 3, 4, 5

Re-sit

Students failing any component of assessment, at the first attempt, are entitled to one re-sit attempt. This will be by new examination and/or new coursework scheduled for the next assessment opportunity. For coursework, if more than one element existed in the first attempt, this may be combined into one assessment for re-sit

Date of last amendment

25-10-2016

3. MODULE RESOURCES

Essential Reading

- Stephen Graham (2010), *Cities Under the Siege*, London

Recommended Reading

- Barbara Adam, Ulrich Beck, Joost van Loon (2000), *The Risk Society and Beyond: Critical Issues for Social Theory*, London
- Pierre Bourdieu (1996), *On Television*, New York
- Lars Thøger Christensen, Joep Cornelissen, 'Organizational transparency as myth and metaphor', *European Journal of Social Theory* 2015, Vol. 18(2) 132–149
- Michel Foucault (1995 or later editions), *Discipline and Punish*, London
- David Lyon (2011), *Surveillance Society: Monitoring Everyday Life*, Buckingham
- Benjamin J. Goold (2004), *CCTV and Policing: Public Area Surveillance and Police Practices in Britain*, Oxford
- Neil Postman (1992), *Technopoly. The Surrender of Culture to Technology*

Required Equipment

None.

4. MODULE ORGANISATION

Module leader

Name Dr. Jan Grzymiski

E-mail j.grzymiski@lazariski.edu.pl

Length and month of examination

120 minutes in June

Expected teaching timetable slots

Note that some tutorials/seminars may be provided at times other than those shown below.

Timetable information should be verified with the School responsible for the module

No timetable information available

Subject Quality and Approval information

Board of Study

Faculty Collaborative Provision Committee

Subject Assessment Board Faculty Council, Faculty of Economics and Management

Shortened title

Date of approval by FCPC 15 February 2017

RUSSIA, EASTERN EUROPE, AND SOVIET LEGACY

1. MODULE SUMMARY

Aims and Summary

This module introduces students to Russian and East European history as well as to Communism and post-communist legacy in that part of Europe. This module aims to acquaint the students with historical background for Communist experience in Russia and Eastern Europe and to show how recent past has shaped Russian and East European order after 1989.

Module Size and credits

CATS points 10.0

ECTS credits 5.0

Total student study hours 100

Number of weeks 12

School responsible Łazarski University, Faculty of Economics and Management

Academic Year 2018-2019

Entry Requirements (pre-requisites and co-requisites)

N/A

Excluded Combinations

None

Composition of module mark (including weighting of components)

Coursework 60%, composed of paper

Final exam 40%

Pass requirements

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. final exam and coursework). Re-assessment: coursework component(s) and/or examination as appropriate.

Special Features

None

Course stages for which this module is mandatory

BA Year 3 International Relations (level 6)

Course stages for which this module is a core option

None

2. TEACHING, LEARNING AND ASSESSMENT

Intended Module Learning Outcomes

By the end of the course students should be able to:

1. Understand the nature of the Kievan Rus' and its relevance for modern Russia, Ukraine and Belarus;
2. Trace the origins of modern Russia and characterise its unique futures;
3. Analyse the Soviet Union as a totalitarian regime and as a product of Russian tradition;
4. Identify main differences in various models of Communism in Eastern Europe;
5. Appreciate the influence of Communist past on current situation in EE and identify main

problems in shedding the Communist past.

Indicative Content: Seminar

1. The Origins of the Kievan Rus'; Novgorod as an alternative to Russia's history
2. The Tatar's Yoke and the Rise of Moscow. Conflicts with Lithuania
3. From Muscovy to the Russian Empire.
4. The Polish-Lithuanian Commonwealth vs. Russian Autocracy'
5. Late Russian Empire and the growth of opposition to the regime
6. The Bolshevik Revolution and the Civil War
7. Lenin, Stalin and the Soviet Union.
8. Communist Regimes after World War II.
9. Resistance: Berlin, Budapest, Prague, Gdansk and Solidarnosc.
10. The Fall of Communism and post-Communist Regimes in Eastern Europe.
11. Russia again: Yeltsin, Putin, Medvedev.
12. Baltic Countries, Belarus, Ukraine and Poland Today.

Teaching and Learning

This module will be taught by means of lecture, seminar and self-directed study.

Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam.

Student activity and time spent on each activity comprises:

Guided	0 hours	{0%}
Lecture	0 hours	{0%}
Self guided	60 hours	{60%}
Seminar	40 hours	{40%}
Workshop	0 hours	{0%}
Total	100 hours	

Method of Assessment (normally assessed as follows)

The intended learning outcomes will be assessed as follows:

Paper (60% – 6 Credits): 3000 words; contributes to learning outcomes 1, 2, 3, 4

Final exam (40% – 4 Credits): 120 minutes; contributes to learning outcomes 1, 2, 3, 4, 5

Re-sit

Students failing any component of assessment, at the first attempt, are entitled to one re-sit attempt. This will be by new examination and/or new coursework scheduled for the next assessment opportunity. For coursework, if more than one element existed in the first attempt, this may be combined into one assessment for re-sit

Date of last amendment

1-02-2015

3. MODULE RESOURCES

Essential Reading

A. V. Ledeneva (2013), *Can Russia Modernise? Sistema, Power Network and Informal Governance*.

C. Evtuhov, D. Goldfrank, R. States (2004), *A History of Russia*.

Nancy Shield Kollmann, *'Ritual and Social Drama at the Muscovite Court'*, *Slavic Review*, 45,3

(1986): 486-502 (teaching materials)

Recommended Reading

Laure Delcour (2013), *Shaping the Post-Soviet Space?: EU Policies and Approaches to Region-Building*.

Andrzej S. Kaminski (1993), *Republic vs. Autocracy*.

Christopher Lazarski (2008), *The Lost Opportunity: Attempts at Unification of the anti-Bolsheviks, 1917-1919*. Lanham: University Press of America

Nicholas V. Riasanovsky (2010), or earlier editions), *A History of Russia*.

Joseph Rothschild and Nancy M. Wingfield (2007), *Return to Diversity: A Political History of East Central Europe Since World War II*.

Robert Service (2003) *A History of Modern Russia*.

Piotr Wandycz (2001), *The Price of Freedom: A History of East Central Europe from the Middle Ages to the Present*.

T. Snyder (2003), *The Reconstruction of Nations: Poland, Ukraine, Lithuania, Belarus, 1569-1999*.

P. Kenny (2006), *The Burdens of Freedom. Eastern Europe since 1989*.

Required Equipment

None.

4. MODULE ORGANISATION

Module leader

Name Dr. hab. Krzysztof Łazarski
Prof. Wiesław Wacławczyk

E-mail k.lazarski@lazarski.edu.pl
w_waclawczyk@op.pl

Length and month of examination

120 minutes in June

Expected teaching timetable slots

Note that some tutorials/seminars may be provided at times other than those shown below.

Timetable information should be verified with the School responsible for the module

No timetable information available

Subject Quality and Approval information

Board of Study Faculty Collaborative Provision Committee

Subject Assessment Board Faculty Council, Faculty of Economics and Management

Shortened title

Date of approval by FCPC 15 February 2017

TERRORISM AND ANTI-TERRORISM

1. MODULE SUMMARY

Aims and Summary

The statement “One man’s terrorist is another man’s freedom fighter” is a popular cliché reflecting difficulties associated with the concept of terrorism as the 20th century phenomenon. The module seeks to introduce students into various definitions and conceptualizations forming the theoretical approach to terrorism. It will also focus on current terrorist activities as well as anti-terrorist and counter-terrorist means to confront it. Since the global struggle against terrorism today requires the agreed upon definitions attempts will be made at clarifying crucial terms and concepts. The analysis will be conducted at the backdrop of evolving rules and legal regulations regarding the phenomenon of terrorism. A special emphasis will be placed on different types of responses to terrorism in Poland and other countries.

Module Size and credits

CATS points	10.0
ECTS credits	5.0
Total student study hours	100
Number of weeks	12
School responsible	Łazarski University, Faculty of Economics and Management
Academic Year	2018-2019

Entry Requirements (pre-requisites and co-requisites)

N/A

Excluded Combinations

None

Composition of module mark (including weighting of components)

Coursework 60%, composed of research paper, 2500-3000 words

Final exam 40%

Pass requirements

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. final exam and coursework). Re-assessment: coursework component(s) and/or examination as appropriate.

Special Features

None

Course stages for which this module is mandatory

BA Year 2 International Relations (level 5)

Course stages for which this module is a core option

None

2. TEACHING, LEARNING AND ASSESSMENT

Intended Module Learning Outcomes

By the end of the course students should be able to:

1. Identify and explain various theoretical approaches to terrorism
2. Demonstrate an understanding of the current struggle against terrorism around the world
3. Critically assess responses to terrorism in Poland, United States and Europe.

Indicative Content

- Terrorism – origins of the term
- Defining terrorism – is the theory of terrorism possible?
- Historical background – from Brutus’s killing of Caesar to 9/11 attacks
- Responses to terrorism – anti-terrorism and counter-terrorism
- Terrorism or national liberation? – conceptual and moral levels of analysis
- Globalization and terrorism
- Religion and Terrorism
- Terrorism quandary at the backdrop of international law – review of international documents on terrorism
- Types of terrorist incidents and their perpetrators
- NGO versus state-sponsored terrorism – terrorism as a weapon of the weak
- New technologies at the service of terrorists
- Nuclear terrorism – a real threat?
- Close up examination of anti-terrorism legislation in selected countries – e.g. United States, Great Britain, Israel
- Evolution and future of terrorism

Teaching and Learning

This module will be taught by means of seminars, workshops, and self-directed study.

Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam.

Student activity and time spent on each activity comprises:

Guided	0 hours	(0%)
Lecture	0 hours	(0%)
Self guided	60 hours	(60%)
Seminar	30 hours	(30%)
Workshop	10 hours	(10%)
Total	100 hours	

Method of Assessment (normally assessed as follows)

The intended learning outcomes will be assessed as follows:

Paper (60% – 6 Credits): 3000 words; contributes to learning outcomes 1, 2, 3

Final exam (40% – 4 Credits): 100 minutes; contributes to learning outcomes 1, 2

Re-sit

Students failing any component of assessment, at the first attempt, are entitled to one re-sit attempt. This will be by new examination and/or new coursework scheduled for the next assessment opportunity. For coursework, if more than one element existed in the first attempt, this may be combined into one assessment for re-sit

Date of last amendment

02-11-2016

3. MODULE RESOURCES

Essential Reading

- Brigitte L. Nacos, *Mass Mediated Terrorism*, Rowman and Littlefield, 2016.
- Bruce Hoffman, *Inside Terrorism*, Columbia University, New York, 2006
- Cindy C. Combs, *Terrorism in the Twenty-First Century*, Prentice Hall, 6th ed., 2010

Recommended Reading

- Jonathan Matusitz, *Symbolism in Terrorism*, Rowman and Littlefield, 2015
- Boaz Ganor, *Defining Terrorism: Is One Man's Terrorist Another man's Freedom Fighter?*, International Policy Institute for Counter-Terrorism, November 1998, <http://www.ict.org.il/>
- Clarence Augustus Martin, *Understanding Terrorism: Challenges, Perspectives, and Issues*, 2006
- Russel D. Howard, Reid L. Sawyer, *Terrorism and Counterterrorism. Understanding the New Security Environment*, 2008
- The History of Terrorism: From Antiquity to al Qaeda, ed. by Gerard Chaliand, Arnaud Blin, 2007
- Charles W. Kegley, Jr., *The New Global Terrorism: Characteristics, Causes, Controls*, Prentice Hall, 2002
- *The Terrorism Reader*, ed. by David J. Whittaker, Routledge, 2003
- Paul Berman, *Terror and Liberalism*, W.W.Norton & Company, 2004
- Graham Allison, *Nuclear Terrorism*, Constable&Robinson Ltd. 2006

Required Equipment

None.

4. MODULE ORGANISATION

Module leader

Name Dr. Marcin Zaborowski

E-mail marcin.e.zaborowski@gmail.com

Length and month of examination

100 minutes in June

Expected teaching timetable slots

Note that some tutorials/seminars may be provided at times other than those shown below. Timetable information should be verified with the School responsible for the module

No timetable information available

Subject Quality and Approval information

Board of Study Faculty Collaborative Provision Committee

Subject Assessment Board Faculty Council, Faculty of Economics and Management

Shortened title

Date of approval by FCPC 2 March 2018

LANGUAGE ELECTIVES MODULE DESCRIPTORS

GERMAN LANGUAGE I

1. MODULE SUMMARY

Aims and Summary

Student will acquire knowledge concerning the of the German phonetic system, basic vocabulary and basic grammar structures within the scope of topics referring to everyday life (naming people, places, human relations, interests, basic characteristics, placing activities in time reference) and basic knowledge of socio-cultural behaviours.

Module Size and credits

CATS points	5.0
ECTS credits	3.0
Total student study hours	60
Number of weeks	12
School responsible	Faculty of Economics and Management
Academic Year	2018-2019

Entry Requirements (pre-requisites and co-requisites)

N/A

Excluded Combinations

None

Composition of module mark (including weighting of components)

Coursework 60%, composed of midterm exam

Final exam 40%

Pass requirements

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. final exam and coursework). Re-assessment: coursework component(s) and/or examination as appropriate.

Special Features

None

Course stages for which this module is mandatory

BA Year 2 International Relations

Course stages for which this module is a core option

None

2. TEACHING, LEARNING AND ASSESSMENT

Intended Module Learning Outcomes

By the end of the course students should be able to:

4. demonstrate an awareness of German intonation, pronunciation, and accent
5. demonstrate an awareness of the basic language content in the scope of everyday life and intercultural issues.

6. develop basic language skills: understanding of the spoken and written communication.

Indicative Content

1. Learning German phonetic system, alphabet, pronunciation, accent.
2. Basic personal data
3. Making acquaintances, introducing themselves.
4. Basic information about their faculty.
5. Basic description of their families, short characteristics.
6. Work, jobs, school.
7. Basic everyday activities, times of the day, months, year, etc.
8. Leisure time, interests, weather.
9. Place of living (house, flat)
10. Food, eating in and out.
11. Shopping for food.
12. Health – basic information.
13. Computer –basic information.
14. Revision, final test.

Teaching and Learning

This module will be taught by means of seminars and self-directed study.

Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam.

Student activity and time spent on each activity comprises:

Guided	0 hours (0%)
Lecture	0 hours (0%)
Self guided	0 hours (0%)
Seminar	0 hours (0%)
Workshop	60 hours (60%)
Total	60 hours

Method of Assessment (normally assessed as follows)

The intended learning outcomes will be assessed as follows:

Midterm exam (60% – 3 Credits): 90 minutes; contributes to learning outcomes 1, 2, 3

Final exam (40% – 2 Credits): 90 minutes; contributes to learning outcomes 1, 2, 3

Re-sit

Students failing any component of assessment, at the first attempt, are entitled to one re-sit attempt. This will be by new examination and/or new coursework scheduled for the next assessment opportunity. For coursework, if more than one element existed in the first attempt, this may be combined into one assessment for re-sit

Date of last amendment

26-01-2015

3. MODULE RESOURCES

Essential Reading

Funk, H., Kuhn, C., 2010. *Studio 21 (A1) Das Deutschbuch mit E-Book DVD*. Berlin: Cornelsen

Recommended Reading

Ganczar, M., 2011. *Deutsche Grammatik für alle*. Warsaw: Poltext
Deutsche Grammatik Schritt für Schritt – Anfänger ohne Vorkenntnisse + CD. 2010.
Milan: Las Spiga Modern Languages

Required Equipment

None.

4. MODULE ORGANISATION

Module leader

Name MA. Barbara Połkowska

E-mail basiapolkowska@gmail.com

Length and month of examination

90 minutes in January

Expected teaching timetable slots

Note that some tutorials/seminars may be provided at times other than those shown below.

Timetable information should be verified with the School responsible for the module

No timetable information available

Subject Quality and Approval information

Board of Study Faculty Collaborative Provision Committee

Subject Assessment Board Faculty Council, Faculty of Economics and Management

Shortened title

Date of approval by FCPC 2 March 2018

GERMAN LANGUAGE II

1. MODULE SUMMARY

Aims and Summary

The aim of the subject is to teach language competences for simple situations concerning everyday life. It is assumed that students will develop skills which will make it possible for them to use the language in non-complicated and routine situations requiring only communicating about well-known and typical topics. Students will be able to form questions about private life, people they know and things they have. They will answer such questions, too. They will have a simple conversation on condition that interlocutor will speak slowly and clearly. Students will read simple texts, brochures, timetables, etc. They will fill out personal forms connected with the covered lexical and grammar material.

Module Size and credits

CATS points	10.0
ECTS credits	5.0
Total student study hours	100
Number of weeks	12
School responsible	Faculty of Economics and Management
Academic Year	2018-2019

Entry Requirements (pre-requisites and co-requisites)

German language I or similar course. Student is expected to demonstrate language competence (reading, writing, speaking and understanding) at the level A1 as defined by CEFR.

Excluded Combinations

None

Composition of module mark (including weighting of components)

Coursework 60%, composed of midterm exam;

Final exam 40%

Pass requirements

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. final exam and coursework). Re-assessment: coursework component(s) and/or examination as appropriate.

Special Features

None

Course stages for which this module is mandatory

BA Year 2 International Relations

Course stages for which this module is a core option

None

2. TEACHING, LEARNING AND ASSESSMENT

Intended Module Learning Outcomes

By the end of the course students should be able to:

1. Conduct verbal communication in the scope of grammar structures and lexicon defined at A2 level;
2. acquire the ability to read verbal communication of others on the topics covered at A2 competence level;
3. acquire the skills to write and read texts within the scope of lexicon and grammar at A2 level.

Indicative Content

1. Leisure time, favourite activities, time expressions.
2. Describing events from the past.
3. Describing free time activities, spending weekends, holidays, etc.
4. Describing and presenting tv programmes.
5. Describing journeys, favourite places ways of spending vacation.
6. Means of transport – possible dangers.
7. Asking about the way, directions, city map.
8. Favourite destinations.
9. Describing everyday places, emotions and moods.
10. Characteristic features, fashion, clothes.
11. Cinema and movies, favourite films, preferences.
12. Concerts and festivals, cultural events, preferences.

Teaching and Learning

This module will be taught by means of seminars and self-directed study.

Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam.

Student activity and time spent on each activity comprises:

Guided	0 hours	(0%)
Lecture	0 hours	(0%)
Self guided	40 hours	(40%)
Seminar	0 hours	(0%)
Workshop	60 hours	(60%)
Total	100 hours	

Method of Assessment (normally assessed as follows)

The intended learning outcomes will be assessed as follows:

Midterm exam (60% – 6 Credits): 90 minutes; contributes to learning outcomes 1, 2, 3

Final exam (40% – 4 Credits): 90 minutes; contributes to learning outcomes 1, 2, 3

Re-sit

Students failing any component of assessment, at the first attempt, are entitled to one re-sit attempt. This will be by new examination and/or new coursework scheduled for the next assessment opportunity. For coursework, if more than one element existed in the first attempt, this may be combined into one assessment for re-sit

Date of last amendment

26-01-2015

3. MODULE RESOURCES

Essential Reading

Funk, H., Kuhn, C., 2010. *Studio 21 (A2) Das Deutschbuch mit E-Book DVD*. Berlin: Cornelsen

Recommended Reading

Ganczar, M., 2011. *Deutsche Grammatik für alle*. Warsaw: Poltext
Deutsche Grammatik Schritt für Schritt – Anfänger ohne Vorkenntnisse + CD. 2010. Milan: Las Spiga Modern Languages

Required Equipment

None.

4. MODULE ORGANISATION

Module leader

Name MA. Barbara Potkowska

E-mail basiapolkowska@gmail.com

Length and month of examination

90 minutes in June

Expected teaching timetable slots

Note that some tutorials/seminars may be provided at times other than those shown below. Timetable information should be verified with the School responsible for the module

No timetable information available

Subject Quality and Approval information

Board of Study Faculty Collaborative Provision Committee

Subject Assessment Board Faculty Council, Faculty of Economics and Management

Shortened title

Date of approval by FCPC 2 March 2018

FRENCH LANGUAGE I

1. MODULE SUMMARY

Aims and Summary

Student will acquire knowledge concerning the basics of the French phonetic system, basic vocabulary and basic grammar structures within the scope of topics referring to everyday life (naming people, places, human relations, interests, basic characteristics, placing activities in time reference) and basic knowledge of socio-cultural behaviours.

Module Size and credits

CATS points	5.0
ECTS credits	3.0
Total student study hours	60
Number of weeks	12
School responsible	Faculty of Economics and Management
Academic Year	2018-2019

Entry Requirements (pre-requisites and co-requisites)

N/A

Excluded Combinations

None

Composition of module mark (including weighting of components)

Coursework 60%, composed of midterm exam

Final exam 40%

Pass requirements

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. final exam and coursework). Re-assessment: coursework component(s) and/or examination as appropriate.

Special Features

None

Course stages for which this module is mandatory

BA Year 2 International Relations

Course stages for which this module is a core option

None

2. TEACHING, LEARNING AND ASSESSMENT

Intended Module Learning Outcomes

By the end of the course students should be able to:

1. understand formal questions in presentation and answer them
2. explain how to get to the university,
3. speak about their places of living, interests, families
4. ask about the way, describe the way, provide time

Teaching and Learning

This module will be taught by means of seminars and self-directed study.

Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam.

Student activity and time spent on each activity comprises:

Guided	0 hours (0%)
Lecture	0 hours (0%)
Self guided	0 hours (0%)
Seminar	0 hours (0%)
Workshop	60 hours (60%)
Total	60 hours

Method of Assessment (normally assessed as follows)

The intended learning outcomes will be assessed as follows:

Midterm exam (60% – 3 Credits): 90 minutes; contributes to learning outcomes 1, 2, 3

Final exam (40% – 2 Credits): 90 minutes; contributes to learning outcomes 1, 2, 3, 4

Re-sit

Students failing any component of assessment, at the first attempt, are entitled to one re-sit attempt. This will be by new examination and/or new coursework scheduled for the next assessment opportunity. For coursework, if more than one element existed in the first attempt, this may be combined into one assessment for re-sit

Date of last amendment

26-01-2015

3. MODULE RESOURCES

Essential Reading

Riehl, L., Soignet, M., 2012. *Objectif Diplomatie – Le français des relations internationales*. Paris: Hachette

Recommended Reading

Capelle, G., Menard, R., 2009. *Taxi 1*. Paris: CLE

Berthet, A., Daill, E., 2012. *Alter Ego+*. Paris: Hachette

Required Equipment

None.

4. MODULE ORGANISATION

Module leader

Name MA. Dorota Rucińska-Łuczyna

E-mail dorota-rucinska@wp.pl

Length and month of examination

90 minutes in January

Expected teaching timetable slots

Note that some tutorials/seminars may be provided at times other than those shown below.

Timetable information should be verified with the School responsible for the module

No timetable information available

Subject Quality and Approval information

Board of Study Faculty Collaborative Provision Committee
Subject Assessment Board Faculty Council, Faculty of Economics and Management
Shortened title
Date of approval by FCPC 2 March 2018

FRENCH LANGUAGE II

1. MODULE SUMMARY

Aims and Summary

The aim of the subject is to teach language competences for simple situations concerning everyday life. It is assumed that students will develop skills which will make it possible for them to use the language in non-complicated and routine situations requiring only communicating about well-known and typical topics. Students will be able to form questions about private life, people they know and things they have. They will answer such questions, too. They will have a simple conversation on condition that interlocutor will speak slowly and clearly. Students will read simple texts, brochures, timetables, etc. They will fill out personal forms connected with the covered lexical and grammar material.

Module Size and credits

CATS points	10.0
ECTS credits	5.0
Total student study hours	100
Number of weeks	12
School responsible	Faculty of Economics and Management
Academic Year	2018-2019

Entry Requirements (pre-requisites and co-requisites)

French language I or similar course. Student is expected to demonstrate language competence (reading, writing, speaking and understanding) at the level A1 as defined by CEFR.

Excluded Combinations

None

Composition of module mark (including weighting of components)

Coursework 60%: composed of midterm exam

Final exam 40%

Pass requirements

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. final exam and coursework). Re-assessment: coursework component(s) and/or examination as appropriate.

Special Features

None

Course stages for which this module is mandatory

BA Year 2 International Relations

1. Conduct professional communication (read and understand special offers, write a c.v., select a good candidate for a job);
2. select and order dishes in the restaurant, recommend the best dish, explain the French cuisine;

3. participate in a formal conversation;
4. describe European cities.

Teaching and Learning

This module will be taught by means of seminars and self-directed study.

Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam.

Student activity and time spent on each activity comprises:

Guided	0 hours	(0%)
Lecture	0 hours	(0%)
Self guided	40 hours	(40%)
Seminar	0 hours	(0%)
Workshop	60 hours	(60%)
Total	100 hours	

Method of Assessment (normally assessed as follows)

The intended learning outcomes will be assessed as follows:

Midterm exam (60% – 6 Credits): 90 minutes; contributes to learning outcomes 1, 2, 3

Final exam (40% – 3 Credits): 90 minutes; contributes to learning outcomes 1, 2, 3, 4

Re-sit

Students failing any component of assessment, at the first attempt, are entitled to one re-sit attempt. This will be by new examination and/or new coursework scheduled for the next assessment opportunity. For coursework, if more than one element existed in the first attempt, this may be combined into one assessment for re-sit

Date of last amendment

26-01-2015

3. MODULE RESOURCES

Essential Reading

Riehl, L., Soignet, M., 2009. *Objectif Diplomatie – Le français des relations internationales*. Paris: Hachette

Recommended Reading

Capelle, G., Menard, R., 2012. *Taxi 1*. Paris: CLE

Berthet, A., Daill, E., 2012. *Alter Ego+*. Paris: Hachette

Required Equipment

None.

4. MODULE ORGANISATION

Module leader

Name MA. Dorota Rucińska-Łuczyna

E-mail dorota-rucinska@wp.pl

Length and month of examination

90 minutes in June

Expected teaching timetable slots

Note that some tutorials/seminars may be provided at times other than those shown below. Timetable information should be verified with the School responsible for the module

No timetable information available

Subject Quality and Approval information

Board of Study Faculty Collaborative Provision Committee

Subject Assessment Board Faculty Council, Faculty of Economics and Management

Shortened title

Date of approval by FCPC 2 March 2018

MODULE LEADERS

(in Alphabetical Order)

ANDRZEJ BRYK

Since 2007 Adjunct lecturer of international politics / economics at Łazarski University,
Warsaw

Professor of Politics at Jagiellonian University.

QUALIFIED TO TEACH

Constitutional history, political philosophy of Europe and the United States; Eastern European Politics and Society; The United States, the European Union, Eastern Europe: Different approaches to modernity; Political and Constitutional History of the US and Europe since the eighteenth century; American Civilization; Comparative Constitutional History; Modern History of Poland; Polish-Jewish Relations 1918-89; Polish-Jewish Relations During the Holocaust

INTERNATIONAL CONFERENCES AND PUBLICATIONS /selected/

“Ronald Reagan and the Freedom Crusade”, **Krakow 2011**

Paper presented “The Conservative Movement after Ronald Reagan”

“Drivers of change: what can we learn by comparing U.S. and EU university education,”

Warsaw 2010

Paper presented “Why the American Secondary Education Prepares the Students Better for the University Education”

“International Justice System”, EUROPEAN CENTRE FOR LAW AND JUSTICE, **Strasbourg 2009**

Paper presented “The dangers of the International Jurisdiction to freedom and democracy”.

“Koscol-Cerkiew-Panstwo”, **Moskwa 2009**

Paper presented “The Catholic Church, the Orthodox Church and the contemporary education”

“East of East Europe” Russia’s Economic , Strategic and Political Relations with Its Neighbours,” University of Wisconsin, **Eau Claire 2009**

Paper presented “East-Central Europe as a Place of Continuous Cultural and Political Play Between Russia and the European Union”

“Freedom of Speech and Religion “, The Federalist Society Conference, **Strasbourg 2008**

Paper presented “Is Religion a form of speech or is it a form of identity ?”

“Quo Vadis America?”, Collegium Civitas , **Waszawa 2007**

Paper presented “Is the Nation State Obsolete?”

“American Democracy in the Twenty First Century”, UJ, **Krakow 2007**

Paper presented “American Sovereignty and the idea of International Justice:

“East Europe and its Neighbors”, University of Wisconsin , **Eau Claire 2006,**

Paper presented "Culture Wars in the European Union-East and West: What Integration ? For What?"

"US Economic Experience and its Applicability to Poland and EU", SGH, **Warsaw 2006**

Paper presented "The United States and the European Union : Different Legacies and Approaches to Modernity"

"Polish Patriotism", Osrodek Mysli Politycznej, **Krakow 2006**

Paper presented „American and Polish Patriotism –two faces of heroism”

"American Democracy in the Twenty First Century", UJ, **Krakow 2005**

Paper presented "American neoconservatism and its evolution"

"The State, Economy, Society", KSW, **Krakow 2003-6**

Papers presented "Multiculturalism as the new tribalism" and "Affirmative Action and the end of liberal society"

"Feminism as a new form of gnosticism"

"Rediscovering the Roots and the Common Values of Western Culture", **Palermo 2005.**

Paper presented : "Richard Weaver and the Crises of Modernity:"

"Rediscovering the Roots and the Common Values of Western Culture", **Barcelona 2005;**

Paper presentd: "Why does Western Europe does not understand East-Central Europe?"

"Natural Law and Europe", **Budapest 2005;**

Paper presented : "Natural Law tradition in the medieval constitutionalism"

"East Europe and its Neighbors", University of Wisconsin, **Eau Claire 2001,**

Paper presented : "Does Eastern Europe have a chance to be a partner of Western Europe inside the European Union"

"Center for Leadership" seminars, **Atlanta 1990, Berlin 1992, Moscow 2002**

Papers presented : "Poland and Constitutional Transformation" and "Poland in the Post-Communist World",

"Jews of East Central Europe", **Freiburg, 1992,**

Paper presented: "Jews of Galicia 1772-1914"

"Organization of American Historians" annual conference, **Chicago 1992,**

Paper presented "The Self-Governed Republic of the Polish-Lithuanian Commonwealth XVI-XVIII centuries".

"American Society for Slavic Studies" annual conference, **Chicago 1990, Boston 1987**

"American Legal Historians" conference, **Washington 1989**

"History and Culture of the Polish Jews" conference, **Jerusalem,1988.**

Paper presented: "The Hidden Complex of the Polish Mind-Polish-Jewish Relations during the Holocaust".

"European and American Constitutionalism" ,**Warsaw 1987.**

Paper presented : "The Bill of Rights- the Case for Anti -Federalists".

"Perspectives on Poland" conferences. **Vienna 1985, 1986,**

Papers presented "Russia and Poland in the nineteenth and the twentieth centuries: Conflicting Philosophies of Politics"; and "Polish Political Crises 1944-1986".

"Western Democracies-Dangers and Chances" **Claremont 1983.**

Paper : "Eastern Europe and Western Intellectuals - Why we cannot understand each other."

"United Europe" , **Florence 1982.**

Paper presented "The Self Governing Republic – Solidarity's Constitution"

ELENA DIACONU

Since 2013 Adjunct lecturer of international politics at Łazarski University, Warsaw

QUALIFIED TO TEACH: English language and literature, Theory of International Relations, all subjects related to the European Union , International Organizations, Geopolitics, American Civilisation, Europe and the World.

CONFERENCES:

23 – 24 November 2012, Marrakech, Maroc – FEMISE Annual Conference, “Inclusive Development in the South-Med Countries and the role of the EU-Med partnership”, representing Management Board on behalf of the institution.

26 – 29 September 2012, Bratislava, Slovakia – NEUJOBS FP7 project Peer Review and Validation Conference “Socio-ecological transition: Employment, education and welfare”, workshop organised for project partners, representing CASE team.

18 – 19 November 2011, Warsaw, Poland - 7th International Conference: “Europe 2020: Exploring the Future of European Integration”. Thematic focus on global and European financial sectors; economic governance reform; fiscal crisis; beyond the EU-27 – perspectives of the EU enlargement and ENP. CASE International Conference.

20 – 21 November, 2009, Warsaw, Poland - “The Return of History: From Consensus to Crisis”. The thematic focus of the conference were the causes of the current global financial and macroeconomic crisis, shock transmission from developed countries to emerging market economies, crisis management, policy responses, and short and long-term consequences of the crisis both in a global and a regional scale. CASE International Conference.

19 – 21 September 2003, Belgrade, Serbia and Montenegro – final conference “Danube: Europe is meeting – Citizenship rights in a Europe without borders” organized by the Observatory on the Balkans. The second International Meeting of the network “Europe from below”.

12-19 July 2003, Cecina (Livorno), Italy – Meeting Internazionale Antirazzista “Borders”, Right of Asylum, Right to Migrate – Refugees and migrants in Europe organized by ARCI. The main objective of the seminar - to examine the effective situation of the asylum right in Europe in respect to present harmonization process that seemingly aims to a “low profile” harmonization lacking an adequate protection regime that guarantees the fundamental rights of refugees and asylum seekers.

SPASIMIR DOMARADZKI

Since 2009 Assistant Professor at Łazarski University, Warsaw

QUALIFIED TO TEACH: Theory and Practice of Human Rights Protection, American Foreign Policy, Polish Foreign Policy American Political System, History of International Relations, Theory of International Relations, European Integration, Integration Processes on the Balkans, National and International Security.

PUBLICATIONS

Edited volumes:

- 2010** Eds. Lee Trepanier, Spasimir Domaradzki, Jaclyn Stanke, *The Solidarity Movement and Perspectives on the Last Decade of the Cold War*, Andrzej Frycz Modrzewski Publishing House, Krakow 2010 (in English)
- 2009** Eds. Lee Trepanier, Spasimir Domaradzki, Jaclyn Stanke, *Comparative Perspectives on the Cold War*, Andrzej Frycz Modrzewski Publishing House, Krakow 2009 (in English)

Articles:

- 2011** *The United States and the International Criminal Court – the Republican Attitude of Democrat President (on the continuity in the American Foreign Policy)* in [eds] Włodzimierz Bernacki, Adam Walaszek, Amerykomania II in print in 2011. (in Polish)
- 2010** *State Sovereignty and the European Court of Human Rights* in [eds] Jacek M. Majchrowski and Barbara Stoczewska, Political Values, Andrzej Frycz Modrzewski Publishing House, Krakow 2010 (in Polish)
- 2009** *The Council of Europe’s Human Rights System after Sixty Years – Political Evolution and Continuance* in [ed] B. Bednarczyk, The Euroatlantic area, Sixty years of existence and change, Krakow International Studies, VI: 2009 nr.3 pp.75-95 (in English)
- 2009** *The Voting Rights of the Inhabitants of Washington D.C. – the Gordian Knot of American Democracy* Krakow International Studies, V: 2008 N. 3 s. 9 – 21 (in Polish)
- 2006** *United States and the Establishment of the International Criminal Court during the Last Decade of the XXth Century* in: Anamnesis, Vol.II, the paper is available at: http://www.anamnesis.info/broi2/Domaradski_Kolev.php (in Bulgarian,)
- 2005** *The Policy of Ronald Reagan’s Administration towards Yugoslavia* in Andrzej Bryk; Andrzej Kapiszewski “Ronald Reagan and the Challenges of the Epoch,” Publishing House AFM, Krakow 2005 pp. 305 – 313 (in Polish)
- 2004** *United States and the International Criminal Court: From Support to Opposition* in: Krakow International Studies, AFMCC, 2004 Krakow pp. 23—54 (in Polish)
- 2004** Author and editor in section *History of Poland* in “Bulgarian Encyclopedia” Bulgarian Academy of Sciences, BAN Publishing House, Sofia 2004 (in Bulgarian)

JAN GRZYMSKI

Since 2011 Assistant Professor at Lazarski University

QUALIFIED TO TEACH: Critical Thinking; Western Civilization; Polish Foreign Policy; Nations, Nationalism, Identity; Power and Control

SCHOLARLY INTEREST: Political Thought, Political Philosophy of Michel Foucault, the Postcolonial Theory, The Idea of Europe, Critical Approach to Polish Transformation and European Integration, Democracy Study.

PUBLICATIONS:

Books

(2008), "Rozmowa czy konfrontacja? Protesty pisane, marsze i strajki w Polsce 2005-2007", Warszawa: Instytut Spraw Publicznych [Dialogue or Confrontation? Written Protests, Marches and Strikes in Poland 2005-2007]

Translations

(2011), Walters, William; Haahr, Jens Henrik, "Rządzenie Europą. Dyskurs, urządzenie i integracja europejska", Warszawa: Wydawnictwo Naukowe PWN. [original title: Governing Europe. Discourse, Governmentality and European Integrations]

Richard Bernstein (forthcoming), The Restructuring of Social and Political Theory, Wydawnictwo Naukowe Dolnośląskiej Szkoły Wyższej.

Selected Articles

(2014, forthcoming), "Civil Society in Central Europe" in: (ed.) Marcin Moskalewicz, "Dictionary of Central Concepts", Budapest: Central European University

(2013), "Metafora Europy" [The Metaphor of Europe], in: (ed.) Bohdan Kaczmarek, "Metafory polityki" [The Metaphor of politics], Warsaw: Elipsa, p. 168-197.

(2013), Poza szantaż Europy [Europe's blackmail], Liberte, no 15, p. 92-108

(2011), "Eastern Europe. Otherness in Europe?", in: (ed.) Adam Bednarek, Iwona Witczak-Plisiecka, "Interdisciplinary Approaches to Communication Studies", Łódź: Wyższa Szkoła Studiów Międzynarodowych w Łodzi, p. 182-198.

(2011) "[Samo-]Orientalizacja. O możliwościach postkolonialnej krytyki transformacji.", [(Self-)Orientalization. On Possibility of the Post-colonial Critique of Transformation] in: (ed.) Eryk Krasucki, Tomasz Sikorowski, Anna Szczepańska, "Oblicza polskiej modernizacji. Próba bilansu transformacji ustrojowej III Rzeczypospolitej", Toruń: Wydawnictwo Adama Marszałka, p. 610-632. [The Faces of Polish Modernizations. The Attempt of Summrizing Polish Transformations]

(2011) "Powrót do Europy. O geopolityce i kłopotach z polską tożsamością" [The Return to Europe. On Geopolitics and Troublesome Polish Identity], in: (ed.) Adam Jarosz, Krzysztof Olszewski, "Polityka zagraniczna III RP", Toruń: Wydawnictwo Naukowe UMK w Toruniu. p. 19-38. [Polish Foreign Policy in the 3rd Republic]

(2011) – „Charyzma niecharyzmatyczna”, Res Publica Nowa, no. 209 [Uncharismatic Charisma]

(2010) "O powrocie do Europy. przyczynek do rekonceptualizacji dychotomii centrum-peryferia", Kultura i Polityka no. 7, p.53-67. [On Return to Europe. The Contribution to Reconceptualization of Center-Periphery Dichotomy]

- (2010) "Krytyka rozumu sponsorowanego. Społeczeństwo obywatelskie jako żargon", *Gazeta Wyborcza* 18 March 2010 (co-author Maciej Kassner) [The Critique of Sponsored Reason. Civil Society as a Jargon]
- (2009) "Okrągły Stół. O ograniczeniach deliberacji i konsensusu", [The Round Table. On Deliberations and Consensus] in: (ed.) Wojciech Polak, "Okrągły Stół - geneza, przebieg, konsekwencje", Toruń: Wydawnictwo Adam Marszałek, p.86-98. [The Round Table – genesis, course, consequences]
- (2009) "Eastern or Central Europe? Discursive Shifts on the Imaginary Map of Europe", in: *Contemporary European Studies*, Special Issue 2009, p. 85-93.
- (2007) "The Story of Tina" in: (ed.) Małgorzata Kowalska, "The New Europe. Uncertain Identity and Borders", Białystok: Wydawnictwo Uniwersytetu w Białymstoku, p. 81-99.

JAROSŁAW JURA

Since 2008 Assistant Professor, Łazarski University, Warsaw, Poland

AREAS QUALIFIED TO TEACH: Sociology, Cultural Anthropology, Sociology and Anthropology of Food, Sociology of Culture, Sociology of Communication, Negotiations, Cross-Cultural Business and Organization Culture, Conversational Analyse, Qualitative Methods, Social Anthropology, Research methods, Asian Studies, Chinese Studies, Social Transitions in Contemporary China, Asian Business Culture, Chinese expansion in Africa

CURRENT SCHOLARLY INTEREST: Globalisation, Social and Cultural Change, China Studies, Interaction Behaviour Patterns Changes, Sociology of Food, Social Bonds and Social Relations Changes, Chinese expansion in Africa, Perception of China and Chinese in Africa

SELECTED PUBLICATIONS

Articles:

- forthcoming Jura J., 2011, "Czy tylko wspólnota? Ramadan w Sudanie z perspektywy analizy zachowań związanych z jedzeniem i piciem (Is there only community factor involved? Ramadan in Sudan from eating and drinking behaviour perspective.)" in: *Jeść i pić (Eating and drinking)*, Wydawnictwo Uniwersytetu Warszawskiego
- forthcoming Jura J., 2011, „Na przekór Weberowi: Chiny w Afryce - czyli o racjonalności nieracjonalności” (“Against Weber: China in Africa – about rationality in irrationality”) in: J. Jelonek, B. Zemanek, J. Wardega (red.) *Współczesne Chiny - narodziny imperium w kontekście międzynarodowym (Contemporary China – emergence of empire in international context)*, Wydawnictwo Uniwersytetu Jagiellońskiego
- Jura J., 2009, *Eating and drinking interactions patterns and social women role transformation in contemporary urban China*, *Polish Sociological Review*
- Jura J., 2008, "Is McDonald's eating Confucius away?" in: J. Jelonek, B. Zemanek, J. Wardega (eds.) *China. Confucian Tradition – towards the New Century*, Wydawnictwo Uniwersytetu Jagiellońskiego
- Jura J., 2006 "Chinese Table manners. Consequences of Hybridisation" in: D. Schirmer, G. Saalman, Ch. Kessler (ed.), *Hybridising East and West*, LIT – Verlag, Munster,

Jura J., Nykiel R, Żelazo K., 1997, „I tu jest pełna zgoda” („We achieve a full agreement here”) in: M. Czyżewski, S. Kowalski, A. Piotrowski (ed.) *Rytualny chaos. Studium dyskursu publicznego (Ritual chaos. Public discourse study)*, Wyd. Aureus, Kraków

OSTAP KUSHNIR

Since 2011 Assistant Professor, Łazarski University, The Faculty of Economics and Management

QUALIFIED TO TEACH: Introduction to International Relations, Media and Politics, Introduction to the European Union, Europe in the World – Political and Economic Geography, European Foreign and Security Policy.

CURRENT SCHOLARLY INTEREST: European Geopolitics, European Foreign and Security Policy, Eastern European political thought, Astropolitics, Political Journalism, Journalism and Legitimacy.

PUBLICATIONS

Articles

'Ruling or Ruled: the Role of Poland in a New Type of European Empire' *Annales UMSC – Politologia*, 21:1 (2014)

'Interwar Views on Managing Eastern European Space: Exploring Lypa's Conceptualisation of the Black Sea Union' *The Central European Journal of International and Security Studies*, 7:4 (2013): 118-136

'The EU-Ukraine Relations Through the Prism of Human Rights: Tymoshenko Case' (in co-authorship with Spasimir Domaradzki) *Myśl Ekonomiczna i Polityczna*, 4:43 (2013): 274-298

'Conception of history in the 'All Ukraine Trilogy' by Yuri Lypa' *Proceedings of the Kamieniec-Podolski University*, September 2010)

'Yuri Lypa's manipulation techniques in the description of Ukrainians and Moskovians' *Dialogue: Mediacritiques*, 7 (2008): 194-198. '

Europe's pre-war crisis in Yuri Lypa's political texts' *Materials of Ukrainian scientific and practical conference 'Fourth Lypa's Readings'*, (2008): 28-36

'Ukrainian liberation ideas in the Yuri Lypa's journalistic texts' *Proceedings of the Institute of Journalism*, 26 (December 2007): 113-117.

'Rhetoric impact on the narration of 'The Destination of Ukraine' by Yuri Lypa' *Dialogue: Mediacritiques*, 6 (2007): 209-218.

'Peculiarities of Yuri Lypa's newspaper and magazine journalism in the pre-war period' *Materials of Ukrainian scientific and practical conference 'Fourth Lypa's Readings'*, (2008): 65-76

'Fairy-tale's structure and the narration of Yuri Lypa's political essays – the issue of manipulative contamination' *Dialogue: Mediacritiques*, 6 (2007): 149-155.

CHRISTOPHER LASH

Since 2015 Assistant Professor in International Relations, Łazarski University, Faculty of Economics and Management, Warsaw, Poland

QUALIFIED TO TEACH: History of International Relations, Introduction to International Relations, Thesis Research Methods, Ethnic Cleansing and Displacement in the Modern World, The Cultural History of War 1850-, State, Nation and Nationalism 1750-1920, History of Poland 1918-, The Second World War, The Making of the Modern World

PUBLICATIONS

Articles:

Submitted to *Europe Asia Studies*: May 2011 / 'Friction over Flats: Lodging in Times of Displacement: Poland 1944-6, The Case of Zielona Góra.'

Submitted to *Studies in Ethnicity and Nationalism*: July 2011 / 'City and Nation during Mass Displacement: Poland's 'Recovered Lands' 1945-8, the case of Zielona Góra.'

Conference Papers

Paper to be given at 'Beyond camps and forced labour: current international research on survivors of Nazi persecution', Imperial War Museum, London; January 2012, "First the Nazis, then the Soviets", survivors of Nazi persecution in Poland's 'Recovered lands' 1945-48, the case of Zielona Góra'

Paper at 'Remembering Dictatorship: State Socialist Pasts in Post-Socialist Presents', IHR, University of Bristol

September 2011, 'Submerged Narratives: The Memory of Displaced Eastern Poles in Post-Socialist Poland.'

Paper at 'Cities and Nationalism conference', Centre for Metropolitan History, IHR, University of London; June 2010, 'City and Nation in Times of Displacement: Poland's 'Recovered Lands' 1945-8. The Case of Zielona Góra.'

Paper at Annual Conference of British Association for Slavonic and East European Studies, Fitzwilliam College, Cambridge; March 2009, 'Moving West: The Experience and Treatment of Displaced Eastern Poles in Poland's "Recovered Lands," 1945-8.'

CHRISTOPHER ŁAZARSKI

Since 1997 Łazarski University, Faculty of Economics and Management, Assistant Professor of History and Politics

Since 2002 Associate Dean of the Faculty of Economics and Management in charge of English language BA and MA/MSc programs

AREAS QUALIFIED TO TEACH: Intellectual History; Political Thought; Modern Europe; History of East-Central Europe; History of Russia and the Soviet Union

CURRENT SCHOLARLY INTEREST: Political Theory, in particular liberalism; History and Theory of liberty. Image of East-Central Europe in the English Language Textbooks and Monographs (within ongoing project-seminar "Recovering Forgotten History", since 2005)

PUBLICATIONS

Books

Power Tends to Corrupt: Lord Acton's Study of Liberty. DeKalb: Northern Illinois University Press, 2012.

The Lost Opportunity: Attempts at Unification of the anti-Bolsheviks, 1917-1919. Lanham: University Press of America, 2008).

Editor

Grygień, Janusz, Krzysztof Łazarski i Wiesław Wacławczyk, ed. *Human Rights and Politics.* Warszawa: Erida, 2013.

Articles

„Nowożytna nauka i wiedza według Kartezjusza”. *Myśl Ekonomiczna i Polityczna* 2013, no. 2 (41): 192-211.

„Przywracanie zapomnianej historii: czy wizerunek Polski w świecie może być zmieniony?”, *Arcana* 2013, no. 4-5 (112-113): 33-56.

„Erasmus of Rotterdam: Religious Reformer, Revolutionary or Reactionary?” *Optimum: Studia Ekonomiczne* (Un. Białostocki) 2013, no 2 (62): 3-10.

„Eric Voegelin's New Political Philosophy: A Brief Overview. *Myśl Ekonomiczna i Polityczna* 2013, no 1 (40): 169-181.

„How the Whites Blew Their Chances”. *Canadian-American Slavic Studies* 2013, vol. 47, no 2: 137-169 (article on Russian civil war).

„Law, Forms of Government and Liberty in Montesquieu's Thought”, *Studia Prawnicze. Rozprawy i materiały*, 2013, nr 1 (12): str. 3-18.

„Rousseau and the Roots of Modernity”. *Krakowskie Studia Międzynarodowe* 2013, no 1: 243-256.

„Obywatelska wolność oraz liberalizm w ujęciu lorda Actona”. *Politeia* 2012 no. 1 (23): 5-31.

„Enemies or Allies: Liberalism and Catholicism in Lord Acton's Thought”. *Krakowskie Studia Międzynarodowe* 2011, no 2: 179-196.

„Prawda w rozumieniu Jana Pawła II w oparciu o encykliki *Veritatis splendor* i *Fides et ratio*”. *Zeszyty Naukowe Wyższej Szkoły Handlu i Prawa* 2000, no. 4: 85-106.

„Kryzys Polityczny Rzeczypospolitej w połowie XVII w.”, *Arcana* 1998, no 5: 58-69.

„Vladimir Vysotsky and His Cult”. *Russian Review* 1992, vol. 51, no1: 58-71

„White Propaganda Efforts in the South during the Russian Civil War, 1918-19”. *Slavonic and East European Review* 1992, vol. 70, no 4: 688-707

Book Chapters

„Prawa człowieka w historii”, in Laura Koba (ed.), *Powszechna Deklaracja Praw Człowieka*, Biuro Rzecznika Praw Dziecka, to be Publisher in 2014

„Hobbes's Leviathan: New Science of Man”, w Janusz Grygień i inni, *Human Rights and Politics.* Warszawa: Erida, 2013, str. 11-27.

„John Locke's State of Nature and the Origins of Rights of Man”, w Janusz Grygień i inni, *Human Rights and Politics.* Warszawa: Erida, str. 48-65.

“Freedom, State and ‘National Unity’ in Lord Acton’s Thought,” in Karin Friedrich and Barbara M. Pendzich, eds., *Citizenship and Identity in a Multinational Commonwealth* (Leiden, Boston: Brill, 2009), 261-76.

“Lord Acton on the Origins of American Freedom and Prosperity,” in Wojciech Bienkowski, et al. eds., *Reaganomics Goes Global: What Can the EU, Russia and Other Transition Countries Learn from the USA?*(NYC: Palgrave Macmillan, 2006), 12-27; Polish edition: *Amerykański model rozwoju gospodarczego. Istota, efektywność i możliwość zastosowania* (Warszawa: Szkoła Główna Handlowa, 2006), 25-39.

“Polish Peace Movement,” in Vladimir Tismaneanu, (ed.), *Grassroots Activism* (New York: Routledge, 1990), 118-34

TOMASZ NAPIÓRKOWSKI

Since 2014 Adjunct Faculty, Lazarski University, Warsaw Poland

QUALIFIED TO TEACH: Statistics and Demography

PUBLICATIONS

Kowalski, A.M., Napiórkowski, T.M., (2014), “Statistical Analysis of Quantitative Data”, Teaching script for a PhD program: “Studia doktoranckie w języku angielskim jako narzędzie wzmożenia pozycji SGH w ramach EOSW i EOBI”, Warsaw, 2014.

Napiórkowski, T.M., (2014), “International Trade and Foreign Direct Investment as Innovation Factors of the U.S. Economy”, in: “International Journal of Management and Economics”, ed. Jolanta Mazur, Warsaw School of Economics – Publishing Office, Warsaw pp. 60-75.

Napiórkowski, T.M., (2014), “The Expected Inflow of Foreign Direct Investment in Poland: Focus on regions”, in: “New Cohesion Policy of the European Union in Poland”, ed. Adam A. Ambroziak, Springer, Switzerland, pp. 119-131.

Napiórkowski, T.M., (2014), “International Competitiveness of Countries with Performing Innovation Systems. Case Study: the USA”, in: “Innovation, Human Capital and Trade Competitiveness”, ed: Marzenna Anna Weresa, Springer, Switzerland, pp. 295-318.

Napiórkowski, T.M., (2014), “The Impact of Poland’s Accession to the European Union on the Country’s Foreign Direct Investment”, in: “Poland Competitiveness Report 2014. A decade in the European Union”, ed. Marzenna Anna Weresa, Warsaw School of Economics Press, Warsaw, pp. 113-133.

Napiórkowski, T.M., (2014), „Wpływ członkostwa Polski w Unii Europejskiej na atrakcyjność Polski dla zagranicznych inwestorów”, in: „Polska. Raport o konkurencyjności 2014. Dekada członkostwa Polski w Unii Europejskiej”, ed. Marzenna Anna Weresa, Warsaw School of Economics Press, Warsaw, pp. 117-138.

Napiórkowski, T.M., (2013), “Międzynarodowa konkurencyjność państw o stabilnie funkcjonujących systemach innowacji. Studium przypadku: Stany Zjednoczone” in: “Kapitał ludzki i innowacyjność jako czynniki długookresowych przewag konkurencyjnych w handlu międzynarodowym”, ed: Marzenna Anna Weresa, Warsaw School of Economics Press, Warsaw, pp. 348-364.

Napiórkowski, T.M., (2013), "Poland's Investment Attractiveness", in: "Poland Competitiveness Report 2013. National and Regional Dimensions", ed. Marzenna Anna Weresa, Warsaw School of Economics Press, Warsaw pp. 113-126.

Napiórkowski, T.M., (2013), „Atrakcyjność inwestycyjna Polski”, in: „Polska. Raport o konkurencyjności 2013. Wymiar krajowy i regionalny”, ed. Marzenna Anna Weresa, Warsaw School of Economics Press, Warsaw, pp. 119-132.

Napiórkowski, T.M., (2013), "Internationalization of the Polish Economy and its Susceptibility to the Global Crisis After 2007", in: "International Journal of Management and Economics", ed. Jolanta Mazur, Warsaw School of Economics – Publishing Office, Warsaw pp. 214-232.

Weresa, M.A., Napiórkowski, T.M., (2012), "Poland's Investment Attractiveness", in: "Poland Competitiveness Report 2012. Focus on Education", ed. Marzenna Anna Weresa, Warsaw School of Economics Press, Warsaw pp. 115-134.

Weresa, M.A., Napiórkowski, T.M., (2012), „Atrakcyjność polskiej gospodarki dla inwestorów zagranicznych”, in: „Polska. Raport o konkurencyjności 2012. Edukacja jako czynnik konkurencyjności”, ed. Marzenna Anna Weresa, Warsaw School of Economics Press, Warsaw, pp. 118-139.

Napiórkowski, T.M., (2012), "U.S. Foreign Direct Investment in Poland and Germany. The Possible Disconnect Between Theory and Econometric Results", in: "Międzynarodowe Stosunki Gospodarcze – Wybrane Podmioty i Procesy Gospodarki Światowej", ed. Tadeusz Sporek, Katowice Economic University – Publishing Office, Katowice, pp. 243-253.

IRYNA POLETS

Since 2013 Adjunct faculty at Lazarski University, Warsaw

QUALIFIED TO TEACH: Risk Management, Business Performance Management, EU Financial Procurement and Proposal Writing Methodology, Introduction to Sociology, Intercultural Communication

CURRENT SCHOLARLY INTEREST: Globalisation, Role of Mass media in shaping public opinion; Time, Money and Knowledge: new fundamentals of economic success; Think Corporate – indicator of Globalization; The "Other" in society: Labour market and contemporary migration.

PUBLICATIONS

Iryna Polets "Medieval Elements in the Movies and their Allure of Unknown World" in *Oblicza mediewalizmu*, eds. A. Dąbrowka i M. Michalski – Poznań, 2013

Iryna Polets "Educated Cleric Behind the Model of Aristocratic Behavior: the Examples of Thirteenth-Century-Authors – Vincent of Beauvais and Giles of Rome" in *Catholicism: Traditional and Contemporary*, eds. L. Vladychenko, V. Chromets– Kyiv, 2010

International Medieval Conference: „From Medieval to Medievalism,” Warsaw University, 22-23 March 2010. Presentation: "Well-Raised Aristocratic Child in the Middle Ages."

International History Conference: „Atiner,” Athens, Greece, 7-9 September 2010.
Presentation: “Chrétien de Troyes in Constructing the Ideal of Noble Youth within *The Story of the Grail*. Author’s Influences on Thirteenth Century Educational Literature.”
Summer School: „Utrecht Approaches to Medieval Studies,” Kazimierz Dolny, Poland, 15-22 August 2009. Presentation: “The Methods of Medieval Studies.”

WIESŁAW WACŁAWCZYK

Since 2007 Assistant Professor of international politics at the Łazarski University in
Warsaw

Since 2005 Assistant Professor of political science at the Nicolaus Copernicus University in
Toruń

AREAS QUALIFIED TO TEACH: Human Rights ; Media and Politics; Introduction to
International Relations; Russia, Eastern Europe, and the Soviet Legacy

PUBLICATIONS (selected)

Books:

Swoboda wypowiedzi politycznej w USA do roku 1918 [Freedom of Political Speech in the US until 1918] (Toruń: Wydawnictwo Naukowe Uniwersytetu Mikołaja Kopernika, 2011).

Wolność słowa. Wybrane zagadnienia [Freedom of Speech: Selected Issues] (Toruń: Wydawnictwo Adam Marszałek, 2009).

Idea wolności słowa Johna Milтона [John Milton's Idea of Freedom of Speech] (Toruń: Wydawnictwo Naukowe Uniwersytetu Mikołaja Kopernika, 2008).

Edited books:

Karta Praw Podstawowych UE. Nowa szansa dla praw człowieka? [The EU Charter of Fundamental Rights: A New Chance for Human Rights?] (Warszawa: Wydawnictwo ERIDA, 2010).

Wokół współczesnych problemów ochrony praw człowieka [On the Contemporary Issues in Human Rights] (Warszawa: Wydawnictwo ERIDA, 2009).

Co-edited books:

Prawa człowieka. Wybrane zagadnienia i problemy [Human Rights: Selected Issues and Problems] (Warszawa: Oficyna a Wolters Kluwer business, 2009).

Chapters in books:

"Freedom of Speech in Europe Yesterday and Today. Firm Standards, New Challenges", in Kazimierz Robakowski, ed., *Europa XXI wieku. Perspektywy i uwarunkowania rozwoju* [Europe in the 21st Century: Perspectives and Development Conditions] (Poznań: Wydawnictwo Naukowe Instytutu Nauk Politycznych i Dziennikarstwa Uniwersytetu im. Adama Mickiewicza w Poznaniu, 2008), 105-112.

"Будет ли свобода слова означать свободный рынок идей?" [Will Freedom of Speech Mean a Free Marketplace of Ideas?] , in *Формула свободы* [The Formula of Freedom] (Издательство "Адилоглы", Баку [Baku] 2001), 115-123.

Articles:

"Freedom of Speech as an Ingredient of the European Identity. Tradition and New Challenges", in *Acta Humanitarica Universitatis Saultensis* T. 2 (2006), 235-245.
"Alfred Korzybski's Thought and the Question of the Search for Truth in Journalist's Work", in: *Polish Political Science Yearbook*, 2007/XXXVI, 255-262.

JERZY ZARZYCKI-SIEK

Since 2014 Adjunct faculty at the Faculty of Economics and Management at Lazarski University, Warsaw

QUALIFIED TO TEACH: Introduction to International Relations, Geopolitics; Theories of International Relations

SCHOLARLY INTEREST: Geopolitics, International Relations Theory, Space Law

JOANNA ZIENTEK

Since 2004 Teaching assistant at Łazarski University, Warsaw; Senior Lecturer of Academic Writing

 Senior Lecturer of English (business and legal)

QUALIFIED TO TEACH

Academic Writing (rules concerning gathering information, outlining, shaping, paraphrasing, summarising and writing essays, research papers and other writing assignments)

English for general communication

English for business

English for law

English for diplomatic Services

English for telecommunication industry

English for civil engineering

English for politics

English grammar and phonetics

Preparation for TELC, TOLES, TOEIC, FCE, CAE, CPE, LCCI examinations

PUBLICATIONS

M.A. Thesis on "Cohesion in Spoken and Written Language"

USEFUL VOCABULARY AND TERMS

Academic Link Tutor: a professor appointed on behalf of LU's partner university on the recommendation of the LU to ensure that the teaching and assessment practices conform to the rules agreed in the submission documents and to the British education standards.

Assessment: methods of evaluation of student's learning performance. It usually consists of a final examination, and coursework, e.g. mid-term examinations, term papers, problem sets, case studies, projects, strategic games or presentations in class. The final BA thesis is also one of the forms of assessment.

Capped mark: in case of reassessment (of coursework or an examination), a module repetition or a delay in submitting the final thesis, the final module mark will not be higher than 40%. The student should be informed of the real value of his/her work though.

Compensation: a possibility to get a pass grade without taking a re-sit examination when student's overall average mark is equal or higher than 45% and when the student has achieved at least 35% on all forms of assessment. Compensation is possible only within the number of 4 percentage points on any course (module).

Condonement: a special "reward" for good students (with overall mark of 60% and above) awarded by the Examination Board, whereby marks of 58-59% as well as 68-69% are raised to 60 and 70% respectively. Condonement also applies to final awards.

Elective courses: courses (modules) which are elected by students and indicate their areas of specialisation.

External Examiner: an external examiner (or examiners) appointed on behalf of LU's partner university on the recommendation of LU; this examiner does not belong to the faculty of LU, and is appointed from a different British university to ensure that the assessment practice is fair and conforms to the British education standards.

Internal Examiner: an examiner who belongs to the faculty of LU and who marks students' examination papers. Final examinations are marked by two internal examiners.

Retake: a course (module) which is taken again because the student failed it.

Resit examination: a second examination for a failed course (module).

Validation: Lazarski University defines validation as the process by which the partner university, as the awarding institution, judges that a programme developed and

delivered by Lazarski University is of an appropriate quality and standard to lead to its award.

APPENDIX A - DIRECTIONS TO STUDENTS AT EXAMINATIONS

The examinations will be held at times specified in the degree examination time-table. Students should be in their seats punctually at the hours fixed for the commencement of the examination.

No student may enter the examination room fifteen minutes or more after the commencement of an examination.

Students are not permitted to leave the examination room until forty five minutes have elapsed, nor may they leave in the last fifteen minutes of the examination. Any student who has left the room without the invigilators' authority shall not be allowed to re-enter it during the examination. This regulation does not apply to students who completed their exams earlier and returned their work to the invigilator.

In every examination the students occupy the seats assigned to them by the invigilator.

Students may take into the examination room only such books, mathematical or other tables, printed documents, manuscripts, notes, formulae, electronic equipment or other source of information or assistance as have been approved by Lazarski University and the Examination Board. In some cases, where appropriate, students will be provided by Lazarski University with such material and / or equipment as the examiners consider necessary. In particular, students are NOT allowed to use any electronic devices apart from non-programmable calculators when clearly specified. All electronic devices must be turned off and put away.

The material and / or equipment which students are permitted to bring into the examination room shall bear no marks or notes of any kind other than the name of the owner and anything which is regarded as normal in the nature or construction of the item in question.

Unfair practice during examination or test conditions

Under examination or test conditions it is unfair practice to:

- i. introduce into an examination room any unauthorized form of materials such as a book (including mathematical tables), manuscripts, or loose papers of any kind or any source of unauthorized information;
- ii. communicate with any other person in the examination room, except as authorized by an Invigilator;
- iii. copy or use in any other way unauthorized materials or the work of any other student;
- iv. impersonate an examination student or allow oneself to be impersonated;
- v. engage in plagiarism by using other people's work and submitting it for examination as though it were one's own work;

- vi. claim either to have carried out experiments, observations, interviews or any form of research which one has not in fact been carried out or to claim to have obtained results which have not in fact been obtained.

Where it is considered or suspected that a student is engaging in unfair practice, the student shall be informed by the invigilator, preferably in the presence of a witness, that the circumstances will be reported. According to LU Rector's Regulation no. 10/11, the teacher/invigilator is to put a 0% on the exam script and ask the student to leave the examination room in an orderly fashion.

Where appropriate, the invigilator shall confiscate and retain evidence relating to any alleged unfair examination practice, so that it is available to any subsequent investigation. The invigilator shall as soon as possible report the circumstances in writing, with any evidence retained, to the Registrar worker.

APPENDIX B – STUDENT COMPLAINTS PROCEDURE

The Student Complaints procedure applies to:

- i. Complaints arising from a student's educational experience, other than disputes relating to assessment and examinations;
- ii. Complaints in respect of academic and/or administrative support or other services provided by Lazarski University;
- iii. Complaints regarding alleged harassment by staff of Lazarski University;
- iv. Complaints arising from alleged discrimination by staff of Lazarski University in relation to gender, race, disability, sexual orientation or otherwise.
- v. Complaints falling outside those listed above will be considered and investigated at the discretion of the Programme Director.

The Student Complaints procedure does not apply to:

- i. Students wishing to appeal against an academic decision—students should note that appeals against the academic judgment of examiners cannot be accepted;
- ii. Disciplinary matters;
- iii. Issues concerning physical education and internships.

Submission of a Complaint – Stage One

In order to make a formal complaint to Lazarski University, the student concerned should submit the Complaints Form (available in the Registrar), attach any supporting evidence to it and send to the Programme Director. The form can be submitted electronically, though certified copies of documents (e.g. medical certificates) may be requested. Should a student prefer the complaint to remain anonymous and it is feasible to do so, the Programme Director shall seek to respect the student's wishes.

The Programme Director will confirm receipt of the complaint to the student normally within 5 working days and will liaise with the English-language Studies Registrar regarding the complaint. The outcomes available are as follows:

- i. Complaint not upheld.
- ii. Complaint upheld in whole or in part.

- iii. In the event of a complaint being upheld in whole or in part, recommendations should be made in respect of remedial action required. A response may be required from Lazarski University, within a set timeframe.

Submission of a Complaint – Stage Two

If a student is not satisfied with the outcome of the Stage One investigation of the complaint, he/she may submit an appeal against the outcome within 14 days of the written judgment being issued by the Programme Director.

The appeal should be submitted to the University Rector, and should indicate in writing why the response to the complaint is not satisfactory. Taking into account all the previous attempts at resolution, the Rector (or his/her nominee) will decide whether a further complaint hearing is required, and will normally communicate his/her decision to the student within 10 working days of the appeal against the outcome being received.

Should such a complaint hearing be required, the Rector shall convene it within one calendar month of the appeal against the outcome being received.

The student (and if deemed necessary staff from Lazarski) will be invited to any meeting but the meeting shall be held via telephone or videoconference if necessary. In the event of a meeting a meeting being held, the student (and if deemed necessary Lazarski) shall have access to all relevant documentation relating to the complaint. The student may be accompanied, but not represented, by a member of the academic, welfare, or advisory staff of Lazarski University, by a student or officer of the Students' Self-Government at Lazarski, but not by any other individual. The appellant may not send another person to a hearing in his/her stead.

The outcomes available are as follows:

- i. Complaint not upheld.
- ii. Complaint upheld in whole or in part.
- iii. In the event of a complaint being upheld in whole or in part, recommendations should be made in respect of remedial action required. A response may be required from the institution concerned, within a set timeframe.

The written response to the complaint, and details of any action to be taken in the light of the complaint, will be sent by the Office of the Rector to the student and to the English-language Studies Registrar.

QAA Compliance Update – Complaints procedure for students studying at collaborative institutions

Students studying on a course leading to an award from Coventry University may if they wish submit their complaint/appeal to the Registrar & Secretary of Coventry University if they are dissatisfied with the outcome of the process at Lazarski University. In order to qualify for consideration by Coventry University, details of the complaint/appeal and full supporting

documentation should be sent to Coventry University within ten (10) days of completing the internal process at Lazarski University.

The Registrar & Secretary (or nominee) shall consider the referred matter **on the grounds of procedural irregularity only**.

The Registrar and Secretary shall endeavour to complete the review within thirty (30) days of receipt of the complaint. However, given the requirement to investigate the case thoroughly with Lazarski University some additional time may be required, in which case the student shall be informed accordingly.

At the end of the Registrar and Secretary's review, the student will receive a letter setting out the findings and outcome, and will additionally be issued with a "Completion of Procedures" letter to enable the student to take their complaint to the UK Office of the Independent Adjudicator for Higher Education if appropriate.

The Office of the Independent Adjudicator for Higher Education ("OIA") operates an independent student complaints scheme pursuant to the UK Higher Education Act 2004.

Students or former students may only take their complaint relating to a final decision reached under the University's review and appeal process to the OIA once all internal processes have been exhausted. The OIA cannot look at complaints relating to matters of academic judgement. The "Completion of Procedures" letter will therefore only be issued from the office of Coventry University's Registrar & Secretary when it has been determined that all internal processes at Lazarski University have been completed. The OIA must receive a completed Scheme Application Form within three months of the date of Completion of Procedures Letter.